University of Massachusetts Amherst
ScholarWorks@UMass Amherst

1-1-1989

Role perception of chief executive officers of private, non-profit vocational rehabilitation centers.

David Frederick Brown
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

ROLE PERCEPTION OF CHIEF EXECUTIVE OFFICERS

OF PRIVATE, NON-PROFIT

VOCATIONAL REHABILITATION CENTERS

A Dissertation Presented

by
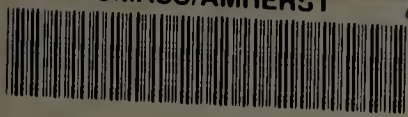
DAVID FREDERICK BROWN

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

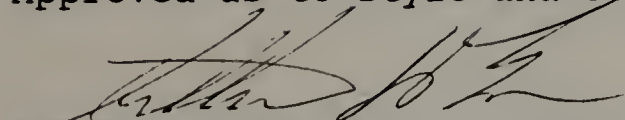DOCTOR OF EDUCATION

May 1989

Education

ROLE PERCEPTION OF CHIEF EXECUTIVE OFFICERS

OF PRIVATE, NON-PROFIT

VOCATIONAL REHABILITATION CENTERS
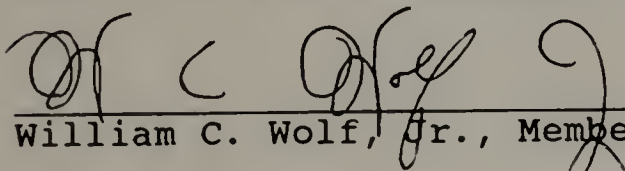

A Dissertation Presented

by
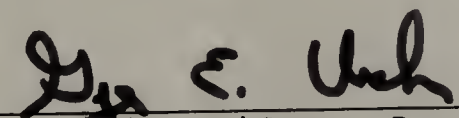
DAVID FREDERICK BROWN

Approved as to style and content by:

_____
Arthur W. Eve, Chairperson

_____
William C. Wolf, Jr., Member

_____
Susan E. Grady, Member

_____
Marilyn Haring-Hidore, Dean
School of Education

iii

ACKNOWLEDGMENTS

The completion of this dissertation marks a significant milestone in my academic and personal life. I realized at the outset of this process that I would complete this project only if I had ongoing and consistent support from my professors, friends, and family. I feel extremely fortunate to have such a strong support network of talented, flexible, unselfish, and caring people.

I owe a debt of gratitude to a very special friend, Dr. John S. Ritter. John has always shown a sincere interest in and concern for all areas of my life. His advise and encouragement a number of years ago was the impetus I needed to begin the pursuit of obtaining my doctorate.

I am deeply indebted to Dr. Frank D. Wilson. Frank was one of my professors at Springfield College and through the years we have become close friends. He has been a very positive and inspirational force in my academic, social, and personal life. If it were not for Frank, I would have likely ended my doctoral program before completion.

I would like to express my appreciation to other dear family and friends who cheered me on throughout this challenging and often arduous personal and academic journey. They include Nancy L. Hardenburgh, Bessie A. Trusiak, Katherine B. Wilson, Carol K. Ritter, Attorneys

Thomas and Lillian Miranda, Donald and Robin Eatmon, Mark McCandlish and Barbara Brown, and all my fellow Patrollers on the Okemo Mountain Ski Patrol.

There are two individuals who sacrificed much personally, socially, and financially so that I could receive the educational opportunities that were not afforded to them. Unfortunately, I seldom expressed my appreciation for their enduring love and support. These individuals are my parents, Mildred M. Brown and the late Frederick H. Brown. I know my mother is proud of this major accomplishment and my father would have been. I am eternally grateful to them both.

I could never express totally in words my appreciation to my wife, Gail T. Brown. If it were not for her love, unfaltering support and confidence in me, I would have never realized the completion of my program. Gail spent numerous hours typing, editing and performing many other essential tasks during each phase of the dissertation project. I would like to give special thanks to her for all the social, personal, and various other sacrifices that she made so I could pursue my studies.

I would like to express my deep appreciation to Dr. Arthur W. Eve, the Chairperson of my committee, for his ongoing support and vivid direction through each phase of my program. I am also grateful to my other committee members, Drs. William C. Wolf, Jr. and Susan E. Grady, for their guidance and interest in my study.

ABSTRACT

ROLE PERCEPTION OF CHIEF EXECUTIVE OFFICERS

OF PRIVATE, NON-PROFIT

VOCATIONAL REHABILITATION CENTERS

MAY 1989

DAVID FREDERICK BROWN, B.A.

STATE UNIVERSITY OF NEW YORK AT BUFFALO

M.ED., SPRINGFIELD COLLEGE

ED.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Arthur W. Eve

Vocational rehabilitation centers throughout the United States have been offering sheltered workshop services to people with disabilities for over 130 years. However, there has been increasing concern among disabled individuals, vocational rehabilitation professionals, and various other advocates of disabled persons regarding the appropriateness and effectiveness of workshops as training models for competitive employment.

In recent years, there has been a significant increase of other innovative community-based employment training and placement models. Commonly referred to as supported employment programs, they are considered by many to be more viable and acceptable normalizing alternatives to sheltered workshop programs.

The shift from sheltered workshop to supported employment programming represents a major change for chief executive officers of private, non-profit vocational rehabilitation centers. It may indicate a significant reduction of clients in the workshop or, for some, the elimination of the workshop program.

The purpose of this study was to identify the perceptions that chief executive officers (CEO's) of private, non-profit vocational rehabilitation centers have regarding various aspects of their role during a major programmatic change. The study involved two components. The first was a case study of three CEO's in which important role issues were identified. The second was a survey of CEO's in Massachusetts and Connecticut whose workshops were registered with the U.S. Department of Labor.

This study was conducted during the months of November and December of 1988. During that period, 107 private, non-profit vocational rehabilitaion centers were registered with the U.S. Department of Labor (DOL) and listed in the the DOL Sheltered Workshop Public Directory. Seventy (65.4%) CEO's participated in this study. Several conclusions made in this study includes the belief of CEO's that change will always be a major challenge for them and they consider themselves adequately prepared to deal with change. They believe that sheltered workshops will always

be a viable training and employment option for <u>some</u>
disabled individuals and that a continuum of vocational
rehabilitation services should be available to people with
disabilities. Although they often find the job to be
emotionally draining, they also enjoy the power and
authority of the position.

TABLE OF CONTENTS

LIST OF TABLES

C H A P T E R   I

INTRODUCTION

Vocational rehabilitation centers throughout the United States have been offering sheltered workshop services to people with disabilities for over 130 years. The sheltered workshop is typically a community-based facility that offers short and/or long term vocational rehabilitation training and employment opportunities to disabled persons considered not ready or able to enter the competitive employment market. However, there has been increasing concern among vocational rehabilitation professionals, disabled individuals, and other advocates of people with disabilities regarding the appropriateness and effectiveness of workshops as training models for competitive employment.

During the last half of this decade, there has been a significant increase of innovative community-based employment training and placement models. Commonly referred to as supported work or employment programs, they have been developed and implemented in efforts to provide more viable and acceptable normalizing alternatives to sheltered workshop programs. Unlike sheltered workshops, these programs operate in actual business and industrial environments.

The chief executive officer (CEO) is ultimately responsible for the direction, maintenance, and growth of his/her organization and must identify and consider the adoption of any program that may enhance the employability and quality of life for people with disabilities. However, this major programmatic change places the CEO in a very challenging and stressful situation. It may represent a serious reduction in the number clients attending the sheltered workshop or, for some, it may even mean the eventual elimination of the sheltered workshop program.

Recognizing the influence and power a CEO has to make decisions that will impact the lives of the people in his/her organization, it seems especially important to understand their thoughts and feelings as it relates to their role perception. This study will explore how CEO's of private, non-profit vocational rehabilitation centers perceive their role during a period of major programmatic change.

Background of the Problem

Vocational rehabilitation facilities throughout the United States have been providing sheltered workshops services to a wide range of people with disabilities including those with such handicapping conditions as mental retardation, blindness, deafness, epilepsy, cerebral palsy,

mental illness, and orthopedic impairments for over 130
years. Goldenson (1978) presents the Association of
Rehabilitation Facilities definition of a sheltered
workshop as " `a work-oriented rehabilitation facility with
a controlled environment and individual vocational goals,
which utilizes work experience and related services for
assisting the handicapped person to progress toward normal
living and productive vocational status' " (p.88). The
sheltered workshop is typically a community-based facility
that offers short and long term vocational skills training
and employment opportunities for disabled individuals
considered not ready or able to secure competitive
employment. Additionally, the workshop may also provide
professional rehabilitation services including vocational
evaluation, personal and work adjustment counseling,
socialization training, and activities of daily living
training. The overall goal of the workshop is to assist
the disabled individual in attaining his/her optimal level
of community living and employment. Ideally, it is hoped
that most workshop participants will eventually leave the
protective environment of the workshop and enter the
competitive job market. However, for some severely
disabled individuals, the sheltered workshop may be their
only opportunity for employment.

Greenleigh Associates (cited in Weiss, 1986) reported
that "in 1975, 2,766 workshops served 116,947 clients" and

according to Wright (cited in Weiss, 1986), "by 1980 it is estimated that there were 6,000 rehabilitation facilities in the United States serving 400,000 clients" (p. 58). However, even though there has been a remarkable increase in the number of sheltered workshops in this country, there has also been growing concern among professionals in the vocational rehabilitation and other human services fields regarding their appropriateness and effectiveness as training models for competitive employment. These concerns include the following: despite years of participation in the workshop, many individuals have not entered the competitive job market; sheltered workshops are typically dependent on subcontract work procured from local business and industry to provide meaningful, realistic, and remunerative work to its sheltered employees; it is not unusual for the workshops to experience periods of limited, sporadic or no subcontract work, consequently workshop staff must resort to creating non-paid activities for skill maintenance and training purposes or avocational activities to "keep them busy"; wages are usually very low necessitating substantial subsidies from government or family sources; workshops are often restricted to providing light-assembly or bench-type work to the workshop participants, therefore, diversity of work experiences are severely limited; and because in most workshops the majority of participants are disabled, there is little

opportunity for integrative social and work experiences with the "normal" population.

In recent years, there has been an increase of other innovative community-based employment training and placement models. They have been developed and implemented in efforts to provide more viable and acceptable normalizing alternatives to sheltered workshop employment. These alternatives are referred to as transitional employment programs, work stations in industry, sheltered enclaves, and supported work models of competitive employment. Like sheltered workshops, they provide vocational assessments, training, and employment services, but they operate in actual business and industrial establishments. An increasing number of disabled individuals, including the severely impaired, are being served in these "real" work environments.

Employment training and placement programs established in community industrial and business settings are considered to have the following advantages over the traditional sheltered workshop setting: they are operating in actual competitive work environments; consequently, they offer more normalizing work and social experiences; there is more consistent and varied work; potential for greater remuneration; more direct visibility to potential employers; and they reduce or eliminate the need for costly

workshop space within the vocational rehabilitation or
sheltered workshop facility.

Recognizing the potential programmatic, economic, and
client advantages, administrators of vocational
rehabilitation facilities and sheltered workshops have or
are considering the adoption of employment training and
placement programs in community businesses and industries.
However, administrators have to confront the new personal
and professional challenges of this transition. They must
address and deal effectively with the issues and concerns
of industrial and business leaders, as well as those of
funding agencies, board of directors, parents, clients, and
their staff.

Statement of the Problem

Chief executive officers (CEO's) of private,
non-profit vocational rehabilitation centers and sheltered
workshops are facing the challenges of a major programmatic
change. The traditional sheltered workshop type programs
that have been operating in their facilities for decades
are being subjected to much negative criticism because of
growing concerns regarding the appropriateness of sheltered
workshops and work activity centers as models of training
and employment for people with disabilities. There are
many (including direct service providers, relatives of

disabled people, people with disabilities, CEO's, and other administrators) who perceive workshops as highly segregated and denormalizing environments. They advocate a major reduction or even the elimination of workshops and an increase of the more innovative integrated training and employment programs in community business and industrial situations. There are also those who consider both types of programs as viable options for disabled individuals.

It is becoming increasingly apparent that government funding support is shifting from sheltered workshop type programs to programs in real work settings. During the last several years the Department of Education, Office of Special Education and Rehabilitation Services and the Administration on Developmental Disabilities have offered the funding support to carry out supported employment demonstration projects (Laski & Shoultz, 1987). Kiernan, McGaughey, and Schalock (1986) note that a number of states now offer adults with developmental disabilities new employment alternatives by establishing supported, traditional, and competitive work type programs. "Consequently, the focus of many state efforts has shifted from the use of sheltered workshops as the first choice to the use of integrated work settings as a viable alternative" (p.6). Passage of the 1986 Rehabilitation Act Amendments are also indicative of government support for the supported employment movement. In addition to allowing

supported employment as a goal of vocational rehabilitation
[in the state vocational rehabilitation system] the Act
includes the provision of "a state formula grant program
for supported employment" (Laski & Shoultz, 1987, p.5).
The grants can be used by states to establish programs with
public and private, non-profit agencies for "training and
traditionally time-limited services leading to supported
employment for individuals with severe handicaps"
(Department of Education, OSERS, 1987, p.30546).

As the person who is ultimately responsible for the
direction, maintenance, and growth of his/her organization,
the CEO must identify and consider the adoption of any
program that would significantly enhance the employability
and quality of life for disabled persons. However, this
shift places the CEO in a very difficult and potentially
highly stressful situation. S/he must recognize and
respond effectively to the questions, issues and concerns
of the board of directors, staff, clients, and various
other constituencies. The CEO must also deal with
referring agencies that will or have used their financial
muscle to promote the development of supported employment
programs.

Any dramatic change can have a significant impact on
the way a person thinks and feels. Behavior is a
consequence of thoughts and feelings. In view of the
influence and power a CEO has to make decisions that will

effect the lives of his/her staff, clients, and ultimately the success of the organization, it seems especially important to examine the thoughts and feelings of the CEO and understand how they may impact on his/her role perception and behavior.

Statement of Purpose

A survey was conducted for the purpose of gathering data to identify the perceptions that chief executive officers of private, non-profit vocational rehabilitation centers have regarding various components of their role during a period of major programmatic change.

Specific objectives of the study were the following:

1. To identify role issues and concerns that are considered to be of major importance to three chief executive officers of private, non-profit vocational rehabilitation centers in Massachusetts and Connecticut.

2. To determine the generalizability of these identified role issues and concerns to a larger group of chief executive officers of private, non-profit vocational rehabilitation centers in Massachusetts and Connecticut.

3. To identify the various skills, personality
   attributes and other characteristics deemed
   necessary for success by the chief executive
   officers of private, non-profit vocational
   rehabilitation centers in Massachusetts and
   Connecticut.

Significance of the Study

Chief executive officers (CEO's) of private,
non-profit vocational rehabilitation centers are key
personnel in supporting a nation-wide effort of program
change within their organizations. The significant value
of this study is the knowledge gained regarding the
perceptions these executives have about their role during
a period of rapid and dramatic program change.

The behavior of top level organizational leaders is
usually under the watchful and critical eye of various
groups including their governing board of directors, staff,
clients, citizens of the community, the media, and various
leaders of other public and private, non-profit
organizations. These groups want to know what leaders are
and are not doing, especially those individuals holding top
management positions. The thoughts and feelings of the CEO
as a consequence of change are very important because they
influence his/her role perception and job performance.
Their thoughts and feelings will inevitably effect the

quality of the work atmosphere and the degree of referral
agency and public acceptance and support for the
organization. The CEO's behavior, stimulated by their
thoughts and feelings, will ultimately determine the type
and quality of services that will be available to people
with disabilities in the continuum of vocational
rehabilitation services.

Based on a review of the literature and discussions
with CEO's of private, non-profit vocational rehabilitation
agencies, as well as other top level administrators, it
appears that there is a dearth of research focusing on the
thoughts, feelings, and role perceptions of top level
non-profit administrators as a result of a major program
change. This study disclosed thoughts, feelings, and role
perceptions of private, non-profit chief executives in two
New England states that have implemented major program
changes at their vocational rehabilitation centers.

The information gained as a result of this study is of
interest and importance to the following people:

1. Chief executive officers of private, non-profit
    vocational rehabilitation centers interested in
    comparing their role perceptions with other
    executives in New England.

2. Referring state/federal agencies who desire to improve their understanding of the thoughts and feelings of CEO's regarding their role as a consequence of a major program change.

3. Those individuals who are considering or are aspiring to become chief executive officers of private, non-profit vocational rehabilitation centers.

4. Persons who are involved in the research, education, and training of executive level leaders.

5. Staff, board of directors, and clients of private, non-profit vocational rehabilitation centers who desire to gain insight into the thoughts, feelings, and role perceptions of chief executive officers.

6. Students, relatives of disabled individuals, and people with disabilities that are interested in learning about the evolution of vocational rehabilitation and programs for disabled people.

C H A P T E R   II
REVIEW OF THE LITERATURE

Introduction

This chapter begins with a review of the literature that provides an historical perspective relative to the early status and treatment of people with disabilities. There is information offered regarding attitude changes toward the disabled and the initial work "opportunities" for disabled individuals.

The early models of vocational rehabilitation are identified and discussed. A description of the genesis of various private, non-profit vocational rehabilitation agencies are presented. Public programs for vocational rehabilitation are also discussed in considerable detail.

A program model that has the longest history in the vocational rehabilitation service delivery system is the sheltered workshop. This chapter offers several definitions and describes the various program levels and purpose(s) of sheltered workshops. Strengths and weaknesses of the sheltered workshop are noted. There are also discussions relating to the significant impact that federal legislation and deinstitutionalization has had on the workshop movement.

The remainder of the chapter includes a discussion of
several new vocational rehabilitation programs situated in
industrial and business environments as alternatives to
sheltered workshop programs for people with disabilities.
The role of the chief executive officer of private,
non-profit vocational rehabilitation centers is briefly
described as it relates to programmatic changes cited in
this literature review.

Early Models of Vocational Rehabilitation

> The history of vocational rehabilitation is the
> history of a long struggle to establish dignity and
> opportunity as a right of disabled persons, just as
> history in general is the story of the long struggle
> to establish dignity and opportunity as a right of
> every human being (Obermann, 1965, p. 47).

A review of the literature reveals some rather
shocking despicable evidence of how some earlier societies
treated their disabled community or tribal members.
Physical capabilities were highly valued in primitive
societies because the people had to hunt and farm to
subsist and be able to defend the group if assaulted by
their enemies. Those who could not eventually contribute
to the group's survival would not be permitted to exist.
The only members that were allowed temporary dependency
were the physically fit young (Obermann, 1965).

In a manuscript written by Maisel (cited in Obermann, 1965, pp. 50-51) there is documentation disclosing that people with disabilities have been physically abused, tortured, killed and humiliated by various primitive tribes and cultures around the world. However, his data also shows that there were tribes that treated their disabled members in humane and sometimes even special ways:

In the Azande tribe, infanticide is not praticed. "Abnormal children are never killed nor do they seem to lack the love of their parents".

*   *   *

Among the Creek Indians, where `old age is revered to excess, ' the aged infirmed were killed only out of humanitarian reasons, such when they might otherwise fall into enemy hands.

*   *   *

Among the Wogeo, a New Guinea tribe, children with obvious deformities are buried alive at birth, but children crippled in later life are looked after with loving care.

*   *   *

Among the Dahomeans of West Africa, it is a singular fact that the state constables are selected from deformed persons. Children born with anomalous physical characteristics are held to be under the guardianship of special supernatural agents. Some of these children are destined to bring good luck, and the fate of others must be determined by signs from the supernatural. They may even be "ordered" to be abandoned at the river bank.

*   *   *

Among the Ponape of the Eastern Carolines, crippled and insane children were treated like the normal children.

Unfortunately, heinous treatment of disabled people practiced by primitive societies was continued in early civilizations. In a book written by Ross (cited in Peters II, 1968) the following was stated:

> In Greece the destruction of imperfect children was approved theoretically by Plato and Aristotle. The Spartans examined newborn children carefully to appraise their fitness for future citizenship. Those who failed to pass muster were left to die in mountain gorges or in the wilderness. In Athens they were squeezed into clay vessels and deposited by the wayside. The custom in Lacedaeonia was to throw the blind and other weaklings into the Gulf. Rome adopted the Greek tradition and imperfect children were tossed ruthlessly into the Tiber in baskets sold for this purpose in the markets (pp. 11-12).

Annihilation of disabled people was not a universal occurrence. Greek men who became disabled as a consequence of war were eligible for a pension. Sadly, dwarfs or those who were considered to be mentally defective were not afforded any similar forms of treatment or support, instead they were frequently ". . . used by the wealthy as a source of `humor'. Generally, they were scorned, killed off, or grossly misused" (Peters II, 1968, p. 12).

Peoples attitudes and feelings toward disabled individuals may also have been a reflection of their religious convictions. According to McGowan (1967) in one society ". . . we may find that the handicapped are considered as being close to God or godlike while in another they are perceived as tools of the devil who should be destroyed" (p. 5). Obermann (1965, p. 3) cites

references made in the Bible pertaining to the disabled
that may be construed as compassionate or adversive:

> Cursed be he that maketh the blind to wander out
> of the way.   (Deuteronomy XXVII, 18)

<p style="text-align:center">*   *   *</p>

> The Lord shall smite thee with madness and
> blindness, and astonishment of heart.   (Deuteronomy
> XVIII, 28)

In Europe, begging was a common method used by
disabled people in the Middle Ages just to subsist.
Although it eventually became illegal to beg, if you became
disabled as a result of war, it was usually tolerated
(Devine, cited in Peters II, 1968).

According to Garner, Lacy, and Creasy (1972) some
disabled individuals were able to find work as jesters.
Kanner (cited in Rubin & Roessler, 1983) states that "the
only occupation on record for the mentally retarded in
ancient literature is that of the `fool' or `jester' kept
in some wealthy Roman households for entertainment
purposes" (p. 2).   Fortunately, governmental support for
the poor and disabled increased on a gradual basis.
Consequently, "institutional relief and pensions began to
replace individual and religious alms-giving.   Still it was
commonly believed that disability was God's punishment for
one's sins or the sins of one's ancestors and there was
little human compassion evident" (Peters II, 1968, p. 12).

It seems that the explanations for disabling mental
and physical conditions were plentiful during the 14th
through 16th centuries. Large numbers of disabled
individuals were commonly accused of being disabled as a
consequence of being possessed by evil spirits or
associating with the devil. Unfortunately, these disabled
individuals were often labeled as witches (Obermann, 1965;
Peters II, 1968). Ones destiny after being labeled as a
witch was likely to be some form of torture and death. A
15th century Pope is credited with initiating a "witch
hunt" that spread throughout Europe and eventually into
colonial America:

> In 1488 Pope Innocent VIII, in a desperate
> effort to rescue the Church from Satan, issued an
> order that officially launched the witch mania that
> swept Europe and was carried to the American colonies.
> Inquisitors were appointed to find, try, convict and
> punish those who were suspected of being witches and
> consorting with devils. By torture, confession and
> burning these inquisitors made their proud reputations
> in terms of the number of witches destroyed (Obermann,
> 1965, p. 56).

It has been estimated that over 20,000 people were
burned in 17th century Scotland because they were accused
of being witches (Obermann, 1965) and ". . . the famous
Salem trials of 1692 involved the prosecution as witches of
many individuals whose only `crime' was mental illness or
epilepsy" (Peters II, 1968, p. 13).

Even during the cruel era of the Middle Ages, there
were signs of humanitarianism towards the disabled. Some

disabled individuals were afforded the opportunity to live and work in asylums and hospitals. There were two organizations, Quinze Vingts that served the blind in Paris and St. Vincent dePaul that served the elderly and disabled, that were likely the first workshop experiences for disabled individuals (Nelson, 1971). Campbell (1984) describes St. Vincent dePaul's "centers" as ". . . a precursor of the sheltered workshop" (p. 15).

Although the disabled would continue their struggles just to exist in subsequent centuries, frequently subjected to prejudice, humiliation, and other forms of inhumane treatment, there was also evidence of growing concern and compassion for them. In addition to having life enriching and therapeutic value, it was also becoming increasingly clear that disabled individuals could and would be expected to participate in some type of work or work training.

One influential Spanish humanist who concerned himself with the plight of poor and disabled people was Juan Luis Vives. He published On the Subvention of the Poor in 1526. It was his belief that those receiving assistance should participate in some form of constructive employment to enable them to contribute to their support (Nelson, 1971). Campbell (1984) states that "his [Vives] basic thesis is without doubt a forerunner to the twentieth century rehabilitation economic which seeks to reduce the handicapped person's dependency on public welfare in favor

of becoming a worker and thereby a taxpayer" (p. 15).
Equally important is the fact that work is also a major
twentieth century vocational rehabilitation tool for
building and maintaining a healthy self-concept and
self-esteem.

In eighteenth century England an ordinance was
established which placed people into three separate
categories. The bottom category included, "`. . . those
who's defects make them an abomination.' It was decreed
that `they shall be obliged to work, and if they refuse, a
few strips and the withdrawal of food and drink.' Here was
vocational rehabilitation with a strong arm" (Obermann,
1965, p. 59).

In 1874, a combination school and workshop for the
blind was opened in Paris by Valentin Hauy. He recognized
the importance of preparing blind individuals for
employment. Unfortunately his workshop was not successful,
but he is credited for attempting to establish a workshop
specifically for serving a disabled population (Nelson,
1971). He is also ". . . credited for making one of the
earliest positive attempts at vocationally rehabilitating
the disabled" (Rubin & Roessler, 1983, p. 8). Huay's
concept was adopted by various other countries including
the United Kingdom. It eventually influenced the
establishment of the first workshop for the blind in
America (Nelson, 1971).

Life for disabled individuals in colonial America was bleak. The Europeans that settled in the colonies maintained their superstitious beliefs about the disabled. With the average colonist just able to eke out a living, the climate was not conducive to the establishment of rehabilitation programs (Rubin & Roessler, 1983). According to Obermann (1965), disabled colonists were often treated like animals and criminals. He states:

> Mentally ill and retarded persons were frequently placed in tiny cell-like, unheated structures and maintained like dogs in a kennel. Some solved their problems involving dependency by `auctioning off' the dependent person to the highest bidder who was free to exact such services as the victim was able to give during the period of retention and support. Those to disabled to attract any bidders or `contractors,' were sometimes the objects of special town council appropriations or were cared for in jails or workhouses (p. 77).

Of course for those disabled colonist that could, begging may have been their only means of survival (Obermann, 1965).

Hospitals were influential and instrumental in the development of what may have been considered early vocational rehabilitation programs. However, the movement to establish the hospitals for the ill and disabled in the colonies would be an ongoing challenge. One concerned citizen, Thomas Hancock, donated 600 pounds in 1764 to supplement the construction costs of a building to serve the mentally ill. Additional funds could not be raised and a request for financial assistance from the Massachusetts

Provincial General Assembly was not granted. Finally, in 1773, the first hospital specifically for the mentally ill opened in Virginia.

The Pennsylvania Hospital was the first colonial general hospital that opened in 1752. This medical facility treated all types of sick and disabled patients. Through the efforts and leadership of Dr. Benjamin Rush, the Pennsylvania Hospital utilized work as a vehicle for therapy and rehabilitation (Obermann, 1965).

The hospitals focused primarily on medical treatment but they were also cognizant of a variety of other needs that the sick and disabled had. Obermann (1965) reports that:

> . . . hospitals provided a visible place where physicians, social reformers, philanthropists, legislators and educators could meet and be mutually stimulating to each other and could see patients and observe their needs. All of these interests (medical, social, financial, legal, educational) were essential in forging the kind of conditions that would permit serving the sick, disabled and disadvantaged at a high rational, moral, and technical level. In the establishment of these early hospitals glimmerings could be seen of what is now recognized as vocational rehabilitation (pp. 78-79).

This early form of treatment and care of the sick and disabled is similar to what rehabilitation professionals today refer to as the "holistic" approach to rehabilitation.

During the nineteenth century there was evidence of growing concern for the treatment and needs of the

disabled. Educational and training institutions were established for children with various disabilities and some placed much emphasis on the development and acquisition of marketable work skills. One such school established in 1893 for preparing its students for the world of work was The Industrial School for Crippled and Deformed Children in Boston.

With a legislation appropriation of $2,500, Dr. Samuel Howe directed an experimental school for training ten indigent mentally retarded individuals at the Perkins Institution for the Blind in 1848. His project was a success and the school became incorporated as the Massachusetts School for Idiotic and Feeble-Minded Youth. The school eventually moved to Waverly, Massachusetts and was renamed the Walter E. Fernald State School (Obermann, 1965).

A milestone in the history of vocational rehabilitation in the United States was the establishment of workshops for blind and other disability groups. These workshops would provide training , employment, and remuneration for people with disabilities. In 1837, the Perkins Institute for the Blind was the site of the first workshop in America opened for a disabled population. The workshop's founder, Dr. Samuel Howe, created the shop so the blind could live and work in their own community. His workshop manufactured such domestic products as mattresses,

cleaning implements, and a variety of other items. Soon after the Perkins Workshop was established, many other workshops for the blind and other disability groups opened up across the United States (Nelson, 1971).

Commanger (cited in Rubin & Roessler, 1983) noted that in the nineteeth century there were some encouraging positive changes in the public's attitude toward the disabled; including a willingness to initiate and support programs that would meet the needs of people with disabilities. Kanner (cited in Rubin & Roessler, 1983) revealed some extremely negative information regarding the public's attitude toward the disabled. Toward the last half of the nineteeth and first half of the twentieth century, the "eugenics movement" was underway. This movement was a powerful obstacle to the development of habilitation and rehabilitation programs and to the progress of the rights of people with disabilities. Eugenics is a theory that was developed by Sir Francis Galton. It is defined `. . . as "the science which deals with all influences that improve the inborn qualities of a race" ' (Kanner, cited in Rubin & Roessler, 1983, p. 14). An 1877 genealogical  survey conducted by R.L. Dugdale entitled The Jukes, A Study in Crime Prevention, Pauperism, Disease and Heredity " `were to link crime and pauperism to the heredity transition of mental deficiency' " (Nichtern, cited in Rubin & Roessler, 1983, p. 14).

The appalling goal of the American eugenic groups ". .

. was the colonization and sterilization of all undesirable

subgroups in American society -- one of which was the

mentally retarded" (Rubin & Roessler, 1983, p. 14). Those

who were labeled as mentally ill or criminal were also

targets of the eugenic groups. By 1926, sterilization of

members of the "undesirable" groups was legal in many

states and even declared constitutional by the U.S. Supreme

Court in 1928 (Kanner, cited in Rubin & Roessler, 1983, p.

15).

The eugenics movement had a profound negative impact

on the residential schools established in the nineteenth

century for the mentally retarded. The original purpose of

the schools was to educate and train the residents so that

they could acquire the skills necessary to reach their

highest level of independence. Unfortunately, the opposite

occurred. Rubin and Roessler (1983) state:

> . . . the residential training schools opened in the
> United States for the retarded in the second half of
> the nineteenth century quickly moved toward a
> custodial only position. A habilitation philosophy
> oriented toward helping the mentally retarded to
> adjust within the mainstream of American life was
> simply incompatible with the overpowering isolationist
> philosophy advanced by the `Eugenic Scare' groups (p.
> 15).

Institutions established for various disability

groups generally evoke strong negative feelings among

todays professionals in rehabilitation and in other human

services fields. Investigations conducted in some

residential institutions have disclosed deplorable living
conditions and inhumane treatment by caretakers that would
certainly justify a negative response. Even the well
managed institutions are commonly thought of as "dumping
grounds" that perpetuate segregation. However, as it
relates to the history of vocational rehabilitation the
following statement by Obermann (1965) should be
recognized:

> The earliest institutions in this country for disabled
> people were designed for children, and they usually
> carried a vocational emphasis. In this respect they
> were foresighted and their contributions to vocational
> rehabilitation were substantial (p. 86).

As stated by Allan (1958), ". . . some of the earliest
efforts in the direction of what we now term rehabilitation
were made by private interests or groups. . . . " (p. 6)
At the turn of the twentieth century, there were signs of
increasing support and momentum for the vocational
rehabilitation movement by many private non-profit
charitable organizations. Finally, however, "the first
nation-wide public effort in rehabilitation was the
vocational training program begun in 1918 under the
Smith-Sears Veterans' Rehabilitation Act" (Allan, 1958, p.
7). This bill was intended for the benefit of our disabled
who had served in the military. In 1920, the Smith-Fess
Bill was passed which was the beginning of federal
assistance for the vocational rehabilitation of civilians
(Peters II, 1968).

The Private, Non-Profit Vocational Rehabilitation Organizations

The value of work in our society cannot be overemphasized. Large sums of government, private industry and business, and private citizen funds are spent each year to support various kinds and levels of educational and vocational training programs to enable people to prepare for the competitive world of work. As children we learn very quickly from adults the expectations that we will eventually earn our independence, become contributing and self-sufficient members of the community, and develop healthy self-images as a consequence of stable employment.

Recognizing the importance of work in our culture, not being able to secure or maintain meaningful employment may seriously disrupt the life of any individual. If the individual also happens to be disabled, ". . . then the disability becomes doubly traumatic. To his [her] medical problems are added social, psychological, and economic difficulties" (Obermann, 1965, p. 23).

Just as the absence of work can be devastating to an individual, the return of it may have the opposite effect. Hence, as a rehabilitation tool, work is indispensable. Obermann (1965) expresses this point very well in his following statement:

> Work can erase the feelings of rejection and lack of personal worth that comes to one who is denied employment. It can abate the anxiety and feeling of guilt that an unemployed individual feels in a

culture where work has so many social and personal values. Through work the individual is assisted in his mental health development. It is a critical and efficient means to establishing the social relationships that are essential to satisfactory personal adjustment. It is a most useful and common way to attain a sense of fulfillment (p. 28).

The early founders of private non-profit organizations established workshops because of their belief that work would be beneficial to people both physically and mentally. St. Vincent dePaul opened workshops ". . . where the old and infirm were given work to ameliorate their physical condition and to enliven their spirits" (Nelson, 1971, p. 24). William Booth (1891), founder of the Salvation Army and author of In Darkest England and the Way Out stated:

> I propose to establish in connection with every Food and Shelter Depot a Workshop or Labour Yard, in which any person who comes destitute and starving will be supplied with sufficient work to enable him to earn the fourpence needed for his bed and board. This fundamental feature of the Scheme, and one which I think will command it to all those who are anxious to benefit the poor by enabling them to help themselves without the demoralizing intervention of charitable relief (p. 103).

The establishment of early, private, non-profit vocational rehabilitation organizations would be based on the belief that work, not charity, was a basic and major need of disadvantaged and disabled individuals. Their creators felt that work was a viable and powerful vehicle for restoration of dignity and self-respect.

A brief history of the development of some of the major private, non-profit vocational rehabilitation organizations is provided in the following paragraphs.

St. Vincent dePaul was originally founded in Paris in
1833 by Frederic Ozanam. Twelve years later, the first
Society in America was opened and subsequently others were
established across the country. The Society's purpose is
to help the indigent spiritually and materially. This
organization was likely the first to employ the method of
utilizing discarded items to help an indigent population
(Nelson, 1971).

Ozanam believed that ". . . giving humiliates the poor
unless accompanied by respect" (Nelson, 1971. p. 32).
Consequently, people were charged a small price for items
based on their financial resources. The Society set up a
system for collecting, cleaning, and repairing discarded
materials. By 1963, the Society had numerous salvage
bureaus and stores operating throughout the United States
that employed many needy and disabled individuals (Nelson,
1971).

The Salvation Army was founded by an Englishman named
William Booth (Nelson, 1971). In 1879, the Salvation Army
was established in the United States ". . . with a goal of
reaching the city's poor people" (Lassiter, 1972, p. 18).
Sheltered depots were opened and a system for collecting
and renovating discarded materials was developed. These
salvage operations were set up in cities all over the
United States. They provided work for those that were
jobless (Nelson, 1971).

Eventually ". . . the salvage operations, the stores, and sheltered depots were combined to form the Men's Social Centers" (Nelson, 1971, p. 34). Men with personal problems and without shelter were able to earn their room and board by working in the salvage bureaus.

Today this national organization continues to provide such vocational rehabilitation services as counseling, sheltered employment, job training, and job placement. Residential services are also available (Nelson, 1971). According to Chesham (1965) "the Army serves in 69 countries, and is heard in 162 languages and dialects" (p. 10). It has been suggested that the Salvation Army ". . . serves more alcoholics than any other organization in the United States" (Nelson, 1971, p.34).

Another private, non-profit organization that was initially established to serve the disadvantaged by providing them with work to earn donated clothing and various other household items was Goodwill Industries. A Methodist minister, Dr. Edgar J. Helms, established the first Goodwill Industries in 1902 at the Morgan Chapel located on Boston's South Side (Obermann, 1965).

There was a depression in 1902 and Dr. Helms was approached by numerous jobless and needy people who asked for his assistance. He initially gave them the donated clothing he had collected from Boston's wealthier citizens. However, to offer them a more dignified method of obtaining

needed clothing, he opened a store where clothing could be purchased at a nominal cost (Nelson, 1971).

Dr. Helms also hired the unemployed to process and repair the collected materials. The profits gained from selling the refurbished materials were used to pay people who made them marketable (Nelson, 1971; Obermann, 1965). When the economy improved, many of Helms' workers returned to the regular job market. As a result, he relied on people with disabilities, and others unable to secure employment, to continue the processing and repair of collected materials. Dr. Helms was able to assure the continued availability of needed items to the community's disadvantaged (Bitter, 1979; Obermann, 1965).

Other Goodwill's were soon established in cities and towns all over the country. By 1934, fifty-six (56) Goodwill's were in operation (Nelson, 1971).

Goodwill Industries has received negative criticism for employing their concept of assisting the disadvantaged and disabled:

> Many persons in the rehabilitation movement object to basing a whole scheme of vocational rehabilitation on salvaging castoff junk. They feel that it does violence to the self-respect of the beneficiaries of the system, and it misleads the materials contributors into believing that they have discharged their obligations to the disadvantaged in their communities without the effort costing anything (Obermann, 1965, p. 105).

Goodwill Industries has grown to become one of this countries strongest and most reputable private, non-profit

national vocational rehabilitation organization. According
to Lewis (1977) ". . . Goodwill Industries of America,
together with some thirty similar organizations in
seventeen foreign countries, is, in fact, the largest, most
comprehensive, privately maintained network in the world of
rehabilitation centers and workshops serving the
physically, mentally, and emotionally disabled" (p. 13).

What is known as The Easter Seals Society today was
founded in 1919 and initially called the Ohio Society for
Crippled Children. With the interest and support from
Rotary Clubs and other organizations, societies were
started in other states. The National Association was
established in 1921 and is a federation of state societies.
In addition to supporting and implementing programs for the
benefit of rehabilitating crippled children, the Society
also provides vocational rehabilitation services to
disabled adults (Obermann, 1965). Workshops were started
at many of the societies from the 1940's through the 1950's
(Nelson, 1971).

The Society has been recognized for its contributions
to vocational rehabilitation research and its participation
in international rehabilitation concerns (Obermann, 1965).

In addition to the nationally affiliated
organizations, such as Goodwill Industries and The Easter
Seals Society, there were other rehabilitation centers
established in the late 1800's and early 1900's to serve

people with disabilities including the Vocational Guidance and Rehabilitation Services of Cleveland, ICD Rehabilitation and Research Center of New York (originally named the Institute for the Crippled and Disabled of New York), and the Curative Workshop of Milwaukee. These non-profit rehabilitation organizations provided medical, social, psychological, and vocational services (Bitter, 1979; Nelson, 1971).

Public Programs for Vocational Rehabilitation

Workmen's Compensation

Prior to workmen's compensation laws, people in America that became disabled as a consequence of a work related injury were likely to experience serious financial difficulties and discouraging legal proceedings. Under common law the injured or disabled could sue the employer (Obermann, 1965). However, as stated by Rubin and Roessler (1983):

> . . . Although the industrially injured could sue their employers, such lawsuits were extremely difficult to win. The law was stacked against injured workers; they could not expect to receive any compensation from their employers if their injuries resulted from personal negligence or the negligence of a fellow employee (p. 21).

Dr. Downey, an individual who studied workmen's compensation, ". . . estimated that the common law

doctrines left about eighty-seven percent (87%) of all work related injuries without legal relief" (Logan, 1972, p. 144).

Obstacles to the enactment of workmen's compensation laws in the United States in the later part of the nineteeth century would include the unfavorable climate of the laissez-faire ideology, the Social Darwinism philosophy, and the availability of many immigrants willing to work for low wages, that could replace the injured worker (Safilios-Rothchild, 1970). Businessmen were also gravely concerned that workmen's compensation to disabled workers would result in increased costs of production. Furthermore, state legislators were hesitant ". . . to enact laws which would lessen the industrial costs in relation to operating costs in other states. . . . " (Safilios-Rothchild, 1970, p. 19).

Finally, during the first years of the twentieth century, there was interest among some influential people regarding the workmen's compensation legislation. One strong proponent was President Theodore Roosevelt,

> . . . who on January 31, 1908, in a message to Congress laid down a general pattern for workmen's compensation legislation. Acting upon the President's recommendation, Congress enacted the Civil Employees' Liability Act to cover employees of `common carriers.' The federal law was not quite satisfactory in that it was still necessary for the injured worker to prove fault of the employer, but it influenced state legislators to adopt similar laws (Safilios-Rothchild, 1970, p. 19).

In 1910, New York was the first state to pass a
workmen's compensation law. It was a compulsory law for
some "hazardous industries," but it was not long before it
was declared unconstitutional (Obermann, 1965). Allan
(1958) reports that ". . . the first law to actually take
effect was the Wisconsin act on May 3, 1911. In the
succeeding years between 1911 and 1920, all but six states
had passed this kind of legislation" (p. 130). Now, there
are workmen's compensation laws in each state (Chamber of
Commerce, 1973).

The early workmen's compensation laws did not include
any provision for the injured's vocational rehabilitation
(Obermann, 1965). Allan (1958) states that ". . . their
aim was to provide a prompt, simple and inexpensive method
of paying benefits, in like manner as wages, to the injured
during his period of incapacity from work and to his
dependents in the event of his death" (p. 130).

The early advocates of workmen's compensation laws
were also supporters of vocational rehabilitation, however,
they did not usually press for assistance to the injured
that was not medically or financially related. It was not
until after World War I that vocational rehabilitation and
workmen's compensation programs would be required to
establish cooperative working relationships. Obermann
(1965) states:

> The possibilities in vocational rehabilitation were
> brought to focus by the veterans' rehabilitation
> legislation following World War I and the Civilian
> Rehabilitation Act of 1920. In this Act it was
> specifically required that cooperative arrangements
> would be effected between the boards administering the
> rehabilitation programs in the states and workmen's
> compensation boards. . . . (p. 122)

Even though the 1920 Act "required" a cooperative
relationship between two boards, there is evidence
suggesting a rather weak partnership. Cheit (1961) stated
that ". . . with the development of the federal-state
rehabilitation program, workmen's compensation agencies in
many jurisdictions (including California) transferred the
responsibility for rehabilitation to this program and still
make no effort even to follow the progress of the cases
referred" (p. 284). According to Logan (1972), a 1954
study conducted by Somers and Somers criticized workmen's
compensation agencies in many states for not establishing
working relationships with vocational rehabilitation
agencies.

A few states recognized that an injured worker's
willingness to start and complete a vocational
rehabilitation program is highly questionable if s/he is
not provided with some paid incentive. This payment would
have to be in addition to medical or other related
expenses. New York, in 1916, set aside funds specifically
for rehabilitation. Unfortunately, by 1960, only seventeen
(17) more states established special funding for
rehabilitation (Obermann, 1965).

Private, non-profit vocational rehabilitation
agencies, such as Goodwill Industries, have been serving
industrially injured and disabled individuals for many
years. They have been referred by state offices of
vocational rehabilitation and by private insurance
carriers.

There are encouraging signs of growing interest and
concern among private insurance carriers and employers to
improve the employment and vocational rehabilitation
opportunities for the industrially injured (Chamber of
Commerce, 1973); but there is also evidence of continued
criticism of the workmen's compensation system and the need
for some changes (Logan, 1972).

Veterans Administration

The passage of the War Risk Act of 1914 was one of the
earliest federal efforts in the twentieth century to
provide vocational rehabilitation services to injured and
disabled veterans (Bitter, 1979). The Act was amended in
1917 to assure the availability of specific benefits
including ". . . compensation for disability, vocational
rehabilitation for disabled servicemen or veterans, and
medical hospital care" (Obermann, 1965, p. 148).

The Soldiers Rehabilitation Act of 1918 ". . .
repealed Section 304 of the War Risk Act" (Obermann, 1965,
p. 155) and retraining for discharged veterans became the

37

responsibility of the Federal Board for Vocational Education. Requirements for eligibility were ". . . any disabled veteran who was unable to carry on a gainful occupation, to resume his former occupation, or to enter upon such occupation was unable to continue the same successfully" (McGowan, 1967, p. 24). Although this Act did not pertain to civilians, it was credited for stimulating the passage of the Smith-Fess Act in 1920, also referred to as the Civilian Vocational Rehabilitation Act (McGowan, 1967).

World War II was responsible for a significant boost in the rehabilitation movement. The civilian labor force was severely reduced and the demand for manufacturing various items to support our involvement in the war had increased. The critical shortage of workers facilitated employment of disabled individuals, consequently their employers were able to learn that disability did not necessarily mean unemployability. Labor shortages also stimulated the passage of the 1943 Barden-Lafollette Act (Rubin & Roessler, 1983). It ". . . extended federal-state rehabilitation program services to mentally retarded and mentally ill and expanded the types of physical restoration services that could be provided for disabled persons" (Rubin & Roessler, 1983, p. 29).

Federal law assures that all veterans in need will be afforded the opportunity to receive vocational rehabilitation services. There are some veterans who may be ineligible for services under the federal-state program that would be accepted for services in the Veterans Administration vocational rehabilitation program. Most veterans receive veterans' compensation. Fortunately, these benefits are not effected as the veteran's income grows, ". . . the income support system is more an inducement than an impediment to work and rehabilitation" (Levitan & Taggart, 1977, p. 48).

State-Federal Program

In the beginning of the twentieth century, most of the public support for vocational rehabilitation programs was clearly for disabled individuals who had served in the military. The amended (1917) War Risk Insurance Act of 1914 and the Soldiers Rehabilitation Act of 1918 were passed to insure the rehabilitation of disabled veterans (Obermann, 1965; Switzer, 1969). An amendment to the Soldiers Rehabilitation Act for the provision of rehabilitation services to civilian disabled was proposed, but was defeated (Obermann, 1965).

Some states were actively working towards the development of rehabilitation services program for non-veteran disabled during the period of 1918-1920. By

1920, there were at least ten (10) states that had passed
laws for this purpose, but not all of those states had
implemented a program. There was also concern that the
laws and quality of the programs varied from state to state
(Dean, 1969). Although this demonstration of state support
was relatively small, it was reflective of growing public
interest and concern for the rehabilitation needs of its
disabled citizens.

After almost two years of political debates and
delays, Congress passed the Vocational Rehabilitation Act
(Public Law 236) on June 2, 1920 (Allan, 1958; Obermann,
1965; Switzer, 1969). This Act, also known as the
Smith-Fess Act and the Civilian Vocational Rehabilitation
Act (McGowan, 1967), was a milestone in the history of
vocational rehabilitation movement in America. Each state
would receive a federal grant to develop and implement
vocational rehabilitation program services for disabled
civilians. Administration of the programs would be
provided by ". . . a state vocational agency usually
operating within the framework of the state division,
commission, or board of education" (Allan, 1958, p. 7).
According to McGowan (1976, p. 24), appropriations were
offered on a temporary basis and the following services
would be provided:

> (a) Allocation of funds to the States were to be made
> according to population, with expenditures
> authorized on a 50:50-matching basis.

(b)   The funds were to be used to provide vocational
guidance, training, occupation adjustment,
prosthetics, and placement services only.

(c)   The act provided a maximum Federal authorization
per State.

(d)   thority for granting funds was enacted on a
temporary and not a permanent basis. This basic
act continued from 1920-1924, when it was
extended by Congress for 6 additional years.

A serious weakness of the Act was that it did not
provide for medical and other non-vocational services
considered necessary for the complete rehabilitation of
many individuals. Unfortunately, the consequence would be
a reduction in the number of disabled people who could be
served effectively (Switzer, 1969).

The budget for the first year was under one million
dollars and one million for each of the following three (3)
years. With such a limited budget less than six hundred
(600) were rehabilitated the first year and less than six
thousand (6000) by 1924 (Switzer, 1969).

Funding continued to be one million dollars per year
for the next six (6) years. In spite of the great
depression of the 1930's, public and private rehabilitation
programs managed to carry on (Dean, 1972). An amendment
made to the 1935 Social Security Act no longer required
further extensions. The vocational rehabilitation program
would be permanent. In 1936 the Randolph-Sheppard Act was
passed authorizing blind individuals to set up vending
machine businesses in federally owned or sponsored
buildings (Dean, 1972; McGowan, 1967). The passage of the

Wager-O'Day Act in 1938 would require the various federal government departments to purchase certain products manufactured by workshops for the blind (Obermann, 1965). Public Law 78-113 was passed on July 6, 1943 and was a major breakthrough for the state-federal vocational rehabilitation program. Under this law, people who were mentally retarded or mentally ill were eligible for services and state agencies specifically established for the blind became a part of the state-federal rehabilitation program. Specific medical services could also be considered as a part of the program (McGown, 1967). It was also during this time that state and federal spending for the provision of vocational rehabilitation services was around thirty (30) million dollars (Allan, 1958).

The next significant change in the state-federal vocational rehabilitation program would arrive in 1954 with the passage of the Vocational Rehabilitation Act Amendments (Public Law 83-565). It was a law that had a major impact on public and private, non-profit vocational rehabilitation agencies. Funding was authorized for the remodeling or expansion of workshops and rehabilitation centers. Research and demonstration projects were also encouraged and supported for the purpose of developing new rehabilitation techniques and upgrading the quality of services. Grants for the purpose of training people for rehabilitation professions or to enhance the skills of

those already in the field became available under this law (Conley, 1965; Gellman, 1973; McGowan, 1967).

Federal support during the 1960's would continue to increase. The Vocational Rehabilitation Act Amendments of 1965 (Public Law 89-333) was passed on November 8, 1965. The passage of this law authorized sizable increases in federal funds to the state vocational rehabilitation agencies and made more funds available for building or improving rehabilitation facilities. Increased funding was also provided for rehabilitation training and research (Nadolsky, 1985). The amendments also extended services to people considered by a psychologist or psychiatrist to have " `socially handicapping conditions' " (Lassiter, 1972, p. 48). This would include those identified as juvenile or adult public offenders (Lassiter, 1972).

Another significant event in the 1960's was the passage of the 1968 Vocational Rehabilitation Act Amendments. The federal contribution to the vocational rehabilitation program increased from 50%-50% to 75%-25% in 1965 and, as a consequence of the 1968 amendments, the federal-state ratio was changed to 80%-20%. Funding was again allotted for the construction of new rehabilitation facilities (Lassiter, 1972; Rubin & Roessler, 1983) and, under section 15 of the amendments, services were available to those handicapped by cultural or environmental conditions (Lassiter, 1972; Nadolsky, 1985).

In the 1970's, consumers of vocational rehabilitation services were more politically active and influential in the rehabilitation movement than ever before. This is reflected in the following statement:

> By observing the strategies of minorities such as Blacks and the activities of the women's movement in achieving greater civil rights in the 1960s, disabled persons not only learned the value of overtly demanding their rights but also the techniques needed to influence government legislation (Rubin & Roessler, 1983, p. 39).

The disability consumer organizations questioned the state rehabilitation agencies as to why budgets for the vocational rehabilitation of severely disabled were so small and the federal government administration, in hearings for H.R. Bill 8395 (1973), expressed concerns over the appropriateness of independent living as a goal of vocational rehabilitation and what they considered to be excessive appropriations. President Nixon was not initially in favor of a provision for independent living because he felt that ". . . it would move the federal-state program away from its basic vocational objectives and `toward more ill-defined medical care welfare goals' " (DeJong, cited in Rubin & Roessler, 1983, p. 39).

Although the independent living provision was a marked deviation from traditional vocational rehabilitation legislation, the Congress recognized that there was a disabled population

> . . . who are not being served but who could, if not
> become gainfully employed, at least be able to
> function independently. . . . The Congress clearly
> established that if an individual were to receive
> services provided under the new title [Title II of the
> 1973 Vocational Rehabilitation Act] and he or she
> could be picked up by the basic program and possibly
> move toward a vocational goal (LaVor & Duncan, 1974,
> p. 444).

With the passage of Public Law 93-112 (Vocational

Rehabilitation Act of 1973) state vocational rehabilitation

agencies were required to make severely disabled people

their top priority. They were to be served first and all

clients must have an individualized written rehabilitation

plan. The Law further stated that the counselor must

assure that the client will have "equal" participation with

the counselor in the development of the plan. Other key

provisions of the Law includes statewide needs assessments

of disabled people, a study to develop methods of providing

comprehensive services to disabled individuals who

realistically will not be able to pursue a vocational goal,

a program evaluation system to assess the quality of the

states rehabilitation program, and a study of the role and

effectiveness of sheltered workshops (LaVor & Duncan, 1974;

Rubin & Roessler, 1983). It should also be recognized that

the Law, because of its priority for serving severely

disabled, resulted in ". . . eliminating the provision of

rehabilitation services to those culturally disadvantaged"

(Nadolsky, 1985, p. 9).

The civil rights of disabled individuals were also emphasized in Sections 501-504 of the 1973 Law. A brief description of each is provided below:

1. Section 501: The federal government will encourage the practice of hiring disabled persons and will assure nondiscrimination.

2. Section 502: Assured the development, improvement, and enforcement of accessibility standards of federally owned and leased buildings.

3. Section 503: Companies that desire to establish business contracts with the federal government that are over $2500 must adhere to an affirmative action plan to employ people with disabilities.

4. Section 504: Any programs receiving federal funding are prohibited from discriminating against people with disabilities.

(Rubin & Roessler, 1983)

Over a billion dollars was authorized by the Vocational Rehabilitation Act of 1973 to support its provisions (U.S. Department of Education, 1980). Consequently, the Act is sometimes referred to as the ". . . `billion dollar program' " (Rubin & Roessler, 1983, p. 41).

Nadolsky (1985) described the efforts of the state-federal rehabilitation program to assure that the provisions of the 1973 Act were carried out. He states:

> . . . Throughout the 1970s, additional accountability related measures were developed within the state-federal rehabilitation system to assure that: (a) clients would receive relevant services (i.e. Client Advocacy or Assistance Programs); (b) severely disabled people would be served as specified in the Rehabilitation Act (i.e. Independent Living Programs) and (c) the basic goal of placement would be achieved (i.e. Projects With Industry) (p. 9).

Community-Based Vocational Rehabilitation Programs

The Sheltered Workshop

A vocational rehabilitation program model with a long
history of providing services to people with disabilities
is the sheltered workshop. As mentioned previously in this
chapter, the first workshop in the United States
established specifically for the vocational rehabilitation
of disabled individuals was the Perkins Institution for the
Blind in 1837. The Perkins Workshop trained and employed
blind individuals to manufacture common household items
such as mattresses and brooms (Nelson, 1971). The initial
goal of this workshop program was to eventually place its
graduates into competitive jobs, but very few were actually
hired (Gellman, 1971; Nelson, 1971). As a result, the
workshop evolved into a "sheltered workshop" that was
essentially an extended program for the blind (Gellman,
1971).

The development of workshops for the benefit of people
with disabilities following the establishment of the
Perkins Workshop would be a slow process. Government
support for workshops in the late nineteenth and early
twentieth century would be almost non-existent. Funding
for the development and operation of the early workshops
would come from private charitable organizations and

individuals (Kessler, 1950; Lewin, Ramseur, & Sink, 1985; Nelson, 1971).

With the passage of the Vocational Rehabilitation Act of 1920, public support was available for the provision of rehabilitation services to physically impaired citizens, but this would have no appreciable impact for sheltered workshops during the following three (3) decades. The Vocational Rehabilitation Act was revised in the forties making people with mental retardation eligible for state rehabilitation services, but this did not significantly effect sheltered workshops (U.S. Department of Labor Study, 1977). An investigation by Suazo (1967) reports that the workshop population in the beginning of 1950 was comprised of the physically impaired, alcohol abusers, and the elderly. Mentally retarded and cerebral palsied individuals were gradually admitted into sheltered workshops in the 1950s and the mentally ill in the late fifties. Consequently, state vocational rehabilitation programs needed workshops to provide costly assessment and adjustment training services. The approval of the Vocational Rehabilitation Amendments of 1954 meant that funding would be available that would enable the workshops to provide the needed services (Nelson, 1971). The 1977 Department of Labor study states:

> The first real stimulus for the sheltered workshop movement came in 1954 through amendments to the Vocational Rehabilitation Act which provided expanded funding for State rehabilitation programs and

made Federal grants available to private organizations
(including workshops) for innovative projects and
research and demonstration projects. These two
changes permitted payments of fees to workshops for
the provision of evaluation and training services to
handicapped clients and made funds available to
develop new techniques of serving handicapped persons
(p. 12).

The 1954 Amendments also authorized funding for the
expansion or alteration of sheltered workshops and other
rehabilitation facilities. Construction monies for new
rehabilitation centers and workshops were made available as
a result of the 1965 Vocational Rehabilitation Act
Amendments. An increase in the numbers and use of
sheltered workshops and other rehabilitation facilities
would be substantial (Rubin & Roessler, 1983).

The deinstitutionalization movement has had a
significant impact on the growth of sheltered workshop
programs. According to Braddock and Heller (1985)
"one-eighth of the state operated institutions [mental
retardation] that existed in this country in 1965 have been
closed" (p. 168). There has been a steady decline in the
number of mentally retarded living in institutions since
1967 (Mitra, 1980). In addition to securing
community-based residential situations, previously
institutionalized disabled individuals needed appropriate
vocational placements. The Department of Labor Study
(1977) reported the following:

A national deinstitutionalization movement under which
hundreds of thousands of mentally disabled patients of
public institutions are being returned to live in

their community is a partial result of the new concern
for the handicapped persons. These activities have
resulted in expanded demands for community services
for the mentally disabled population. Our study shows
a substantial growth in mentally handicapped persons
served in sheltered workshops and this increase is
expected to continue as the program reaches more of
the severely disabled patients (p. 1).

Sheltered workshops may serve a general disability

population or a specific disability group only. They may

be located in community-based or institutional settings,

however, most are community-based. Many are program

components of organizations such as comprehensive

vocational rehabilitation and mental health centers, but

some are exclusively workshops.

There are many sheltered workshop definitions provided

in the literature. Two definitions have been selected for

the reader's review. The investigator considers the first

definition to be general and the second to be

comprehensive.

The definition developed by the Association of

Rehabilitation Facilities will be presented as found in

Goldenson (1978):

`a work-oriented rehabilitation facility with a
controlled working environment and individual
vocational goals, which utilizes work experience and
related services for assisting the handicapped person
to progress toward normal living and a productive
vocational situation' (p. 88).

Goldenson provides a clear analysis of the above

definition to enhance its meaning to readers. He states:

The term `controlled working environment' refers to
the fact that the work is done under the supervision

50

of a trained staff, and that the setting is adapted to the special needs and limitations of the workers. The `related services' are directed toward the goal of total rehabilitation, and include medical, psychological, and social services designed to protect the client and to assist with personal problems (p. 88).

The Vocational Rehabilitation Act Amendments of 1968 recognizes the sheltered workshop definition below. Note that the words `rehabilitation facility' is used rather than `workshop' :

A rehabilitation facility is an operation, the primary purpose of which is to provide vocational rehabilitation services to, or gainful employment for, handicapped individuals, or to provide evaluation and work adjustment services for disadvantaged individuals. It may provide one or more of the following services for handicapped individuals: (1) comprehensive rehabilitation services which include, under one management, medical, psychological, social, and vocational services; (2) testing, fitting, or training in the use of prosthetic devises; (3) prevocational conditioning or recreational therapy; (4) physical and occupational therapy; (5) speech and hearing therapy; (6) psychological and social services; (7) evaluation; (8) personal and work adjustment; (9) vocational training (in combination with other rehabilitation services); (10) evaluation or control of special disabilities; and (11) transitional or long-term employment for the severely handicapped who cannot be readily absorbed in the competitive labor market; PROVIDED, that all medical and related health services must be prescribed by, or under the formal supervision of, persons licensed to practice medicine or surgery in the state (Greenleigh Associates, 1975, pp. 9-10).

It would appear that based on either definition, an organization may consider itself a sheltered workshop as long as it provides some formal type of vocational program.

The 1979 Department of Labor Study describes three types of workshop programs:

51

. . . (1) regular program workshop in which client
productivity usually averages 50 to 75 percent of the
productivity of nonhandicapped workers, (2) work
activity centers, in which clients are so severely
physically or mentally limited that their productivity
averages about 15 to 25 percent of that of a
nonhandicapped worker, and (3) training and/or
evaluation programs, in which clients are involved in
training and/or evaluation services and production is
a secondary concern (p. 13).

Sheltered workshops may offer programs that are

transitional (short-term), long-term (extended) or both. A

workshop that is transitional provides clients with

vocational rehabilitation services that are intended to

prepare them for eventual placement in the competitive job

market (Rubin & Roessler, 1983). Calli and Smith (1975)

describes the long-term program as a situation where the

sheltered workshop provides employment

. . . for an indefinite period of time, and that the
pressure to improve, develop, and rehabilitate is
lessened considerably because it has been determined
for varying reasons, that the client will not be
employable in the near future, if ever. Thus, the
major goal of extended employment is client centered
to provide work earnings, socialization and activity
(p. 160).

The work performance of many disabled individuals

participating in sheltered workshop programs are below

competitive employment standards. If workshops were

required to pay competitive wages to individuals not

working at a competitive level, most would not be able to

operate. However, under the 1938 Fair Labor Standard Act,

the U.S. Department of Labor is able to issue certificates

to workshops authorizing them to pay those not producing at

a competitive level, less than the minimum wage (Nelson, 1971).

Client referrals to workshops are usually made by state vocational rehabilitation agencies, the Veterans Administration, school systems, State Departments of Mental Retardation and Mental Health, and welfare offices. State rehabilitation programs generally rely on private, non-profit organizations such as sheltered workshops to provide employment, evaluation, training, and placement services. Based on 1966 and 1972 U.S. Department of Health, Education and Welfare, Social Security surveys of disabled, Levitan and Taggart (1982) report "private agencies provide most rehabilitation services. Only a seventh of the currently disabled who had received services listed the federal/state rehabilitation program as the provider" (p. 93).

The positive impact that sheltered workshops have had on serving people with disabilities is evident in the literature. Weiss (1986) lists what he has identified as the major contributions:

> . . . first, they have provided an alternative to long term institutionalization of severely disabled persons in prisons and mental asylums; second, severely disabled clients have had the opportunity to develop skills and work tolerance to obtain competitive jobs. Very severely disabled clients have been employed by workshops on a permanent basis. Third, workshops have demonstrated to private industry, government, and the public that mentally ill and retarded persons are vocationally productive if given the training opportunity in a supportive work environment (pp. 58-59).

The International Labor Organization (1984) states
that for some disability groups, the sheltered workshop ".
. . provided the starting point and impetus for the
development of vocational rehabilitation services in most
countries of the world" (p. 49). According to Goldenson
(1978) sheltered workshops offers disabled individuals a
healthy environment that encourages and enables them to
increase social opportunities, acquire new or regain
previous work skills, enhance self-esteem, and benefit by
relating to others adjusting to their disability(ies). S/he
may also have ready access to a variety of professional
rehabilitation staff. Bolton (1982) states that ". . . for
some severely disabled clients, however, competitive
employment is not a realistic objective, and placement in a
sheltered workshop or homebound program is the only
alternative" (p. 1).

The literature also discloses much negative criticism
regarding the appropriateness and effectiveness of
sheltered workshops as vehicles for the habilitation and
rehabilitation of people with disabilities. Studies
conducted by Conley (1965) and the U.S. Department of Labor
(1979) suggest that the amount of sheltered work to perform
is inadequate. Rusch (1986) states, that "sheltered
workshops typically pay less than minimum wage for work
that has little or no social or personal value.
Regrettably, these conditions often persist for the

lifespan of the workshop `client' " (p. 5). Gashel (1987)
has accused sheltered workshops of exploiting blind workers
by paying subminimum wages. Conley suggests that sheltered
workshop clients may be earning low wages partially due to
ineffective management, lack of sufficient workshop space
and outdated equipment.

The U.S. Department of Labor Study (1979) reports that
the primary goal for clients in sheltered workshop programs
was to eventually reach their highest level of
employability. To assist them in attaining that goal,
access to various rehabilitation and work programs are
necessary. However, the study shows that many clients were
placed in workshops that had only one program, therefore
upward movement to a more appropriate program was
unavailable.

Many professionals in the human services field are
proponents of the normalization movement. Wolfensberger
(1980a) states that there is no set definition of
normalization. However, he offers three that are basically
the same ". . . but at different levels of
`scientificness,' " (p. 8). . . .   This investigator has
chosen Wolfensberger's third definition for the readers
review:

> 3. Utilization of means which are as culturally
> normative as possible, in order to establish, enable
> or support behaviors, appearances, experiences and
> interpretations which are culturally normative as
> possible (p. 8).

Sheltered workshops are not considered "normal environments" by those supporting the normalization principle. The workshops are instead perceived as segregated situations where rehabilitation practices are denormalizing rather than normalizing the clients they serve. Baker, Baker, and McDaniel (1975) report that rehabilitation agencies must often serve a specific disabled population to be eligible for various sources of funding. This approach may result in denormalization because the clients being served are perceived as ". . . different or deviant" (p. 114). These researchers also state that

> . . . the practice of serving exclusively handicapped persons, whether one or all disability groups, run the risk of contributing in much the same way to the isolation of the handicapped from regular interaction with `normal' peers. Denormalizing aspects of the rehabilitation facility are further compounded by staffing practices and wage scales that often result in inexperienced and poorly trained personnel having a great deal of responsibility for carrying out the program recommendation of rehabilitation professionals" (p. 114).

Taylor, Racino, and Lutfiyya (1986) have referred to sheltered employment as ". . . a dead end street" (p. 54). They state that people with severe disabilities participating in sheltered employment are often subjected to programming that emphasizes training in daily living and other prevocational skills which deprives them from having consistent integrative experiences. Taylor et al. (1986) also report that educational systems in various states

throughout the United States have been successful in placing severely disabled students in integrated work settings. Their opinion of sheltered workshops as a program for people with disabilities is clearly reflected in the statement below:

> Based on the growing experience of the educational system in community-based instruction of people with severe disabilities there is an emerging consensus that traditional segregated day programs, sheltered workshops, and other segregated models are inappropriate for everyone (p. 55).

According to Wolfensberger (1980) many sheltered workshops do not practice the concept called "stepwise incremental normalization." This concept ". . . implies that in order to make any progress at all, it is often necessary to advance in very small and highly sequential stages" (p. 106). Wolfensberger suggests that the workshops expectations of clients taking the enormous step of transitioning from sheltered into competitive employment may be unreasonable.

Powers and Marinelli (1974) are concerned that sheltered workshop expectations of clients are often subnormal. They state the following:

> The rapid turnover of many clients, clients seeking a haven in the terminal workshop when there is measured capability for competitive employment, few competitive job placements--all bear evidence that, if our expectations in the workshop and in rehabilitation are considerably less than normal, we will achieve less than normal results" (p. 66).

Sheltered workshops may be considered denormalizing because of their physical appearance and/or location. Although community-based, some facilities have been established in residential settings instead of business or industrial districts. Externally the facility may look like an educational or medical building rather than a place where people work. Buildings that are not wanted by other organizations are remodeled and deemed adequate for people with disabilities (Baker, Baker, & McDaniel, 1975).

Sowers, Thompson, and Connis (1979) extracted information from a Department of Labor Study (1977) which reveals that in 1972, the national annual average for those clients leaving the sheltered workshop was approximately 12%. It was also noted that 75% of the individuals who secured competitive employment after terminating from the sheltered workshop, were involved in workshop training for under a year. The highest percentage of individuals participating in workshops stay there for at least two years. After two years, individuals leaving the workshop plummets to approximately 3%. Therefore, it appears that the longer one participates in the workshop program, the chances of reaching a goal of competitive employment is reduced.

Sheltered workshops in the United States have been providing vocational rehabilitation services to people with disabilities for over one hundred and thirty (130) years.

As indicated in this study, the sheltered workshop movement
has been an integral component of the history of vocational
rehabilitation. Sheltered workshops have offered a very
viable, and often the only available, vocational
rehabilitation program to thousands and thousands of people
with disabilities. However, over the past decade, studies
have identified the many shortcomings of sheltered workshop
programming and the increase of new program alternatives.
Throughout the remainder of the 1980s and beyond, thousands
more disabled people will participate in actual business
and industrial settings in the community.

<u>Some New Program Alternatives</u>

<u>Supported Work Programs</u>

     Traditional vocational rehabilitation services will
likely continue to be available during the remainder of the
1980s and into the 1990s. Sheltered workshops and
rehabilitation centers will offer the standard ancillary
medical services and time-limited services such as
vocational evaluation, work adjustment training,
occupational skills training, job placement, and sheltered
employment as they have for many years. This system of
service delivery is often called the continuum. However,
it appears that most of the disabled people who will take

advantage of these services will be those with "less severe" disabling conditions. Their program will be considered short-term with timely placement into the competitive job market as a goal. This approach to vocational rehabilitation is often referred to as the "train and place" method.

Severely disabled people, which includes most of those considered developmentally disabled, will be afforded more normalizing program and service options than ever before. As discussed previously in this study, sheltered workshops, and other various segregated prevocational type programs, were the only vocational training and employment options open to them. Although some would eventually move into a higher level program or even competitive employment, most seem to remain indefinitely in the workshop. Consequently, opportunities for personal, social, economic, and vocational growth have been seriously limited for this segment of the disabled population. Fortunately, over approximately the last ten years, researchers and program developers have recognized and have responded to the serious shortcomings of sheltered workshops. As a result, innovative alternative community-based vocational training and employment programs have been developed and implemented. They operate in real business and industrial work environments. Many severely disabled individuals have responded exceptionally well to these new programs that are

clearly more conducive to normalizing and integrative
rehabilitating practices. These alternatives to sheltered
workshop programming are called supported work programs.

It is important to note that severely disabled people
began to realize their right to integrate into community
situations in the 1960s as a consequence ". . . of
deinstitutionalization, the Education for All Handicapped
Children Act (Public Law 94-142), the Rehabilitation Act of
1973 (Public Law 93-112), model projects and various
professional publications" (Volgelsberg, 1986, p. 35).
There have also been a significant number of demonstration
projects providing placement and training services in
competitive work environments for people with disabilities
in various states throughout the nation (Kiernan & Stark,
1986; Kiernan, McGaughy, & Shalock, 1986; Rusch, 1986).
According to Rusch (1986) a number of states have developed
". . . various types of supported, transitional, and
competitive employment options. . . . Consequently, the
focus of many state efforts has shifted from the use of
sheltered workshops as the first choice to the use of
integrated work settings as a viable alternative" (p. 6).
A 1984 U.S. Education Department report states that
discretionary grant funding will be provided by the Office
of Special Education and Rehabilitation Services to enable
states to shift from day activity and habilitation programs
to supported work type programs (Mank, Rhodes, & Bellamy,
1986).

Bellamy, Rhodes, and Albin (1986) provide a definition of supported employment taken from the 1984 Developmental Disabilities Act:

> . . . supported employment means paid employment that: 1) is for persons with developmental disabilities for whom competitive employment at or above minimum wage is unlikely and who, because of their disabilities, need intensive ongoing support to perform in a work setting; 2) is conducted in a variety of settings, particularly worksites in which persons without disabilities are employed; and 3) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision, training, and transportation (Developmental Disabilities Act of 1984) (p. 133).

As indicated by the definition just stated, supported employment programs were designed for disabled people needing long-term remunerative employment in real work settings with ongoing supports. They were primarily developed for those who would likely be placed in day or sheltered work programs if no other options were available. Supported work programs are likely to be funded by government sources (Bellamy, Rhodes, Bourbeau, and Mank, 1986). Public and non-profit organizations operate supported work programs. Revell, Wehman, and Arnold (1984) describe the "reverse" methodology of supported work programs:

> . . . the supported work model to a large extent reverses the `train-place' methodology of traditional vocational rehabilitation programming and takes a `place-train' approach to employment services. By placing a professional staff person at the job site with the client, training specific to the job and individualized to the client takes place after placement (p. 36).

An important component of a supported employment

program is the opportunity for the disabled worker to

integrate with "non-handicapped" co-workers. The quality

of integrative experiences expected to take place in the

work environment is well described by Taylor et al. (1986).

They state:

> . . . integration does not mean only physical
> proximity to non-disabled workers. It means severely
> disabled workers working alongside of and sharing
> responsibilities with non-disabled co-workers; taking
> breaks, and having lunch with their non-disabled
> peers; receiving instructions from the company
> supervisors and learning from their non-disabled
> co-workers; and being a valued employee of the company
> (p. 62).

People with disabilities involved in a supported

employment program are expecting the same basic outcomes

from working as their non-disabled co-workers. To evaluate

the quality and success of the program several questions

may be considered:

> . . . 1) What income level will the job provide, and
> what kind of life-style can be purchased?; 2) How
> attractive is the work life? Will one be able to work
> with interesting people, do challenging work, be in a
> safe, high-status environment?; and 3) What security
> and/or benefits-job mobility, advancement, tenure,
> insurance-does the job provide? Naturally individuals
> attach different values to income, quality of work
> life and security (Bellamy, Rhodes, & Albin, 1986, p.
> 134).

In a sheltered workshop setting, there may be little

point in asking the questions above because most shops

cannot offer the level and quality of benefits and

integrative experiences that companies in regular business

and industry can. For many disabled individuals, sheltered
workshop employment was not their choice to begin with.

There are a variety of supported work models that have
been developed for people with disabilities over the past
decade. Four primary models will be described in this
study.

The most integrative approach to supported employment
are Individual Placement Models such as the Supported Jobs
(Mank, Rhodes, & Bellamy, 1986) or the Supported Work Model
of Competitive Employment (Wehman, Revell, & Arnold,
1984). To implement these models, vocational
rehabilitation agencies, usually non-profits, place
disabled adults into competitive job situations in the
community. Ideally a formal process for matching the job
to the disabled employee has been accomplished. Job
training does not take place until the employee begins
his/her job. Job site training is provided on a one to one
basis by the professional rehabilitation staff. The staff
are responsible for ongoing job training and support.

In the initial stages of the individual's supported
work program, intensive training and support is provided by
the staff member, but as the disabled employee becomes more
skilled and personally adjusted on the job, staff support
is gradually reduced. This fading process is continued
until the employee can work independently with the regular
supervision provided by the employer. Periodic follow-up

practices are maintained to monitor the disabled employee's progress. It is sometimes necessary to reintroduce rehabilitation staff support to the disabled employee as a result of behavioral problems or job task changes.

Employment opportunities for the disabled worker may be found in any competitive work environment but is typically secured in service type situations such as hotels, motels, restaurants, car washes, and many others. The employee may perform such tasks as bedmaking, food preparation, bussing, and cleaning. Employment can be either full or part-time. The employer paycheck is the most preferable and normative method of paying the disabled employee. However, some employers may initially prefer to have the sponsoring rehabilitation agency pay the employee and the employer will reimburse the agency.

Many clients involved in the Individual Placement Model of Employment are severely disabled and their productivity may not be at a competitive level. Rehabilitation agencies have and employers can obtain special certificates enabling them to pay subminimum wages to disabled employees producing below regular industrial standards.

Mank, Rhodes, and Bellamy (1986) report encouraging results from one of the first Supported Job Model demonstration sites in Oregon. They state the following:

. . . . Five individuals have been placed on jobs
during the first 7 months of operation. Average wages
are approximately $210 per person per month, with each
person working 4-6 hours daily. Before beginning
their present jobs, two persons were unemployed, and
three were in work activity centers [sheltered
workshop program] earning less than $50 a month (p.
142).

In a Supported Work Model of Competitive Employment
sponsored by the Virginia Department of Rehabilitation
Services, remarkable job success has occurred for people
who have been diagnosed as mentally retarded and visually
impaired. Since the onset of the project in 1979 to 1983,
it was reported that jobs were secured for 148 of these
multidisabled individuals and that 78 remained employed.
They were earning impressive average wages of about $4.25
per hour and many received regular fringe benefits
(Revelle, Wehman, & Arnold, 1984).

The Enclave Model of Supported Work can be described
as a program involving a group of approximately 5-8
disabled people working in an industrial or business
situation in the community where the majority of workers
are non-disabled The disabled workers may work as a group
or may be within close proximity to each other for training
and supervision reasons. Ongoing support, training, and
supervision is provided by rehabilitation staff. Disabled
workers must abide by the same company rules and
regulations that are followed by their non-disabled
co-workers. They are also afforded opportunities to use

any of the company's social, recreational, and other facilities that may be available.

The disabled workers are paid commensurate to their productivity. Work is available to them on the same basis as it is to the non-disabled workers.

There is much incentive for a company to consider the inclusion of an enclave as a component of their work force including the following:

> . . . guaranteed productivity on a fixed cost basis, effective training and supervision techniques, detailed production information, affirmative action assistance, tax credits, possible reduction in employee turnover, and improved public relations (Mank, Rhodes, & Bellamy, 1986, p. 143).

As with the models just described, the Mobile Work Crew Model is primarily offered by non-profit vocational rehabilitation agencies. This model is generally comprised of a group of 4-6 disabled individuals who perform such service work as clean-up, landscaping, grounds maintenance, painting, and various other odd jobs in the community. A station wagon or van is usually used to transport the workers and their equipment/supplies to the various work sites. Work sites may be long-term or short-term and days and hours at each site vary. A rehabilitation staff member provides ongoing training and supervision.

The non-profit agency charges the customer for the services provided by the mobile work crew and the disabled worker is paid by the agency according to his/her productivity level.

Integration is accomplished as a consequence of
performing consistent work in various locations of the
community. The disabled workers will make contacts with
non-disabled customers, purchase supplies at local stores,
and eat lunch in restaurants. In these situations
opportunities exist for developing various levels of
business and social relationships with non-disabled
individuals.

According to Mank, Rhodes, and Bellamy (1986) the
Benchwork Model of Supported Employment provides about 15
severely disabled individuals with electronic assembly type
work procured from business and industrial firms in the
community. It was developed in response to people with
severe disabilities who were rejected from other work
services programs. The description of this model seems to
be basically the same as the specialized training model
presented by Wehman, Kregel, & Barcus (1985).

The work area is provided by the non-profit agency,
similar to that of a sheltered workshop setting, and
professional agency staff are responsible for training and
supervision. It appears to be the least normative and
integrative model of supported employment. However, to
enhance integrative opportunities, adherence to a small
number of program participants is maintained and workspace
is provided in various locations in the community where

there is reasonable access to such amenities as restaurants, retail businesses, and other services. Consequently, the disabled workers can utilize these resources in the community during break and lunch periods. Some agencies may also employ non-disabled production workers to work alongside the disabled workers.

The Benchwork Model of Supported Work has been implemented in the United States and Australia. On the average disabled workers participating in this program are earning two times as much as those involved in work activity centers across the country (Mank, Rhodes, & Bellamy, 1986).

Supported employment and other industrially-based employment programs will continue to increase at a rapid pace during the remainder of the decade. This growth is a reflection of the following: a) the deinstitutionalization movement and continued emphasis on integrating people with disabilities, especially the severely disabled, into the mainstream of their own community, b) in general, people with severe disabilities are earning substantially higher incomes in industrially-based employment programs than they did as a sheltered workshop participant, and c) the industrially-based employment programs have demonstrated much success in providing more consistent normalizing work and social experiences.

As stated previously in this chapter, government funding has been and will continue to be available to support the states in their efforts to shift from sheltered workshop and various other types of segregated programming, to the more integrative industrial-based employment programs.

The Role of the Chief Executive Officer

According to U.S. Department of Labor statistics (1986), there are over 100 private, non-profit vocational rehabilitation centers and sheltered workshops in Massachusetts and Connecticut. Each of these organizations is governed by a board of directors comprised of community members with various kinds and levels of expertise. The board is responsible for recruiting and hiring a top level administrator that can provide executive leadership and management for their organization. This critical position is that of the chief executive officer (CEO).

Cull and Hardy (1974) describes the non-profit CEO's position in the following way:

> His [her] operational authority defined and delegated, the chief executive (administrator) should serve as the link between the policy-making body, the board, and the staff.

> The administrator should be responsible for recruiting and hiring staff, and, through fulfillment of this responsibility, to create an organizational structure for achieving the goals of the facility.

> The administrator is responsible for a continuing
> evaluation of the effectiveness of the organization in
> achieving its goals or objectives. He [she] is
> responsible also for evaluating and monitoring the
> facility's programs to see that client goals or
> outcomes are being reached (p. 99).

Chief executive officers have and always will be confronted with the challenges of change. Change is inevitable and necessary for organizational vitality. Riggar and Lorenz (1985) state that "change is a necessary ingredient in any organization. Change, modification, enhancement or improvement allow the continued growth and diversification necessary to cope with constantly changing requirements in rehabilitation settings" (p. 112).

The recent trend toward and the demand for the establishment of employment programs and services in community business and industrial settings for people with disabilities represents a change for the vocational rehabilitation delivery system. It places the CEO of a vocational rehabilitation center or sheltered workshop in a rather awkward or paradoxical situation. S/he may be supporting a program that will significantly reduce the population and services in his/her workshop, or perhaps even eliminate the need for its existence. This is a predicament that is likely to have a significant impact on the way a CEO thinks and feels and perceives his/her role.

C H A P T E R   III
DESIGN OF THE STUDY

Introduction

The purpose of this study was to gather data to
identify perceptions that chief executive officers of
private, non-profit vocational rehabilitation centers have
regarding various components of their role during a period
of major programmatic change.

This study involved two phases. The first phase, was
a case study of three chief executive officers of private,
non-profit vocational rehabilitation centers in the states
of Massachusetts and Connecticut. Based on the data
collected from the case study, a questionnaire was
developed that was used in the second phase of this study.
During the second phase of this study, a survey of all
chief executives in the just mentioned two New England
states whose centers are registered with the U.S.
Department of Labor (DOL) and listed in the DOL Sheltered
Workshop Public Directory was conducted.

This chapter will present a description of the design
of the study. Qualitative and quantitative methods were
utilized.

Qualitative and Quantitative Methods

The researcher employed a combination of qualitative and quantitative research methodologies to collect the data for this study. Qualitative methods were used in the case study of three chief executive officers of private, non-profit vocational rehabilitation centers. The survey of all chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut involved the use of qualitative and quantitative methodologies. In the qualitative component of the survey, five (5) open-ended questions were presented. Thirty-five (35) statements using a Likert-type response scale were listed in the quantitative part of the survey. The conclusions and recommendations of this study were based on the data collected from using both of these research methodologies.

There are studies that recognize the need for qualitative investigations and their contributions to quantitative research. However, there are some indications that researchers deem qualitative approaches inferior to the quantitative methodologies. Van Dalen (1962) states:

> Qualitative studies give social scientist much useful information, but verbal symbols lack precision: they do not hold the same meaning for all people, for all times, and in all contexts. Great leaps forward are not usually taken in a field until countable units of measurement are used. But qualitative studies need not be deprecated, for they help workers identify the

significant factors to measure. Until these general explorations are made, measurement cannot be utilized fruitfully (p. 186).

Jick (1979) cites another investigators opinion regarding the specific areas that qualitative data are superior to quantitative data. He states that "as Weiss concluded, `Qualitative data are apt to be superior to quantitative data in density of information, vividness, and clarity of meaning -- characteristics more important in holistic work, than precision and reproducibility' " (p. 609).

Jick (1979) is also clearly in favor of multiple research methods, and points out that the utilization of mixed methods may disclose information that one cannot.

> Triangulation, however, can be something other than scaling, reliability, and convergent validation. It can also capture a more complete, holistic, and contextual portrayal of the unit(s) under study. That is, beyond the analysis of overlapping variance, the use of multiple measures may also uncover some unique variance which otherwise may have been neglected by single methods (p. 603).

Another investigator, Best (1981), suggests that the debate over which research approach is superior to the other may be futile. He reports that:

> It may be unwise to try to draw a hard and fast distinction between qualitative and quantitative studies. The difference is not absolute but one of emphasis. One emphasis should not be considered superior to the other. The appropriate approach would depend upon the nature of the variables under consideration and the objectives of the researcher (p. 157).

Trow (1963) expresses his concern for the use or adherence to any particular research method(s) without regard for its appropriateness. He also supports the combination of methodologies when it is indicated. He states:

> The enemy of enlightenment here is a mechanical and unreflective commitment to a given mode of data collection and analysis, whether it be experiment or survey or participant observation, without regard for the appropriateness of that method to the problems at hand. Each of these methods has certain strengths and certain limitations, which is why they are often most effective when used in conjunction with one another (p. 263).

Good (1965) indicated his concern about the tendency of writers to contrast qualitative and quantitative terms and recommended a balance of both methodologies. He states:

> It is a common error to group together the terms `quantitative, statistical, and experimental,' setting them in opposition to `qualitative, clinical, and nonexperimental.' Some phenomena of behavior cannot be studied satisfactorily in the laboratory, and some quantification of clinical evidence is desirable. What we need is a balanced approach in selecting techniques for the problem at hand (p. 168).

Although the literature discloses varying opinions among researchers concerning the strengths and weaknesses of both methodologies, there is ample evidence that many support the combination of methods. Sieber's (1973) support for mixing methodologies is apparent in the following statement:

The integration of research techniques within a single project opens up enormous opportunities for mutual advantages in each of three major phases -- design, data collection, and analysis. These mutual benefits are not merely quantitative (although obviously more information can be gathered by a combination of techniques) but qualitative as well -- one could almost say that a new style of research is born of the marriage of survey and fieldwork methodologies (p. 1337).

Barr, Davis, and Johnson (1953) are also strong advocates of combining research methodologies. They state:

A sound research and appraisal program demands that we use both qualitative and quantitative data. Qualitative data merely indicate the presence or absence of acts, components, and aspects of things whereas quantitative data indicate their amounts (p. 10).

Burgess (1985) is another social scientist that recognizes the strengths and viability of combining qualitative and quantitative techniques. He reports that " at the most basic level, qualitative and quantitative methods are sets of different research techniques, each with their own potential advantages and limitations. These various techniques can be (and often are) employed simultaneously in a given study," . . . . (p. 99)

The researcher considered the potential drawbacks of combining research methodologies. Patton (1980) states that "triangulation is ideal. It is also expensive. Most evaluations involve limited budgets, short time frames, and political constraints" (p. 109). However, for the purposes of this investigation the combination of methodologies seemed both appropriate and necessary.

Qualitative Methodology

> The histories of most areas of knowledge show that, in
> the early stages of development, knowledge is acquired
> by qualitative methods, without resort to measurement
> (Travers, 1969, p. 87)

Due to limitations of time and money, it was not

feasible to interview each chief executive officer (CEO) of

private, non-profit vocational rehabilitation centers

regarding their role perception. In Massachusetts there

are about seventy-seven (77) private, non-profit vocational

rehabilitation centers and in Connecticut approximately

thirty-seven (37) that are registered with the U.S.

Department of Labor (DOL) and listed in the DOL Sheltered

Workshop Public Directory. Therefore, the researcher

estimated that there are one-hundred and fourteen (114)

CEO's in these two New England states. In order to gather

data pertaining to their role perception, a questionnaire

was sent to them for completion. Barr, Davis, and Johnson

(1953) suggest that the questionnaire ". . . may be

desirable when personal interviews would be costly or

difficult to arrange. The questionnaire makes possible

contact with a large number of persons and also with many

who could not be reached" (p. 66).

The development of the questionnaire was based on the

results of the case study of three CEO's of private,

non-profit rehabilitation centers.

According to Travers (1969):

> It is almost essential that the graduate student build his research on the qualitative contributions and generalizations of others. He should appreciate the great importance of these qualitative generalizations and realize that quantitative studies that follow build on the foundation they have laid (pp. 35-36).

The questionnaire is a commonly used instrument for the purpose of data collection (Best, 1981; Borg, 1963; Borg & Gall, 1983; McGrath, 1970; Rummel, 1958; Van Dalen, 1962; & Wiersma, 1985). However, all to often, it has been used as a research tool without giving careful thought to the content and design. It appears to some beginning researchers as an easy way to gather data (Barr, Davis, & Johnson, 1963). The literature, of course, reveals the opposite. Wise, Nordberg, and Reitz (1967) clearly indicate that the task of questionnaire development will require much diligence and perseverance from the researcher. They state:

> The job of designing the questions to be used is a formidable one. It demands of the researcher almost inexhaustible patience. He must word every question with precision, eliminating ambiguity, emotional or prejudicial overtones, and useless queries (p. 100).

Hillway (1969) states that ". . . the construction of good questionnaires is much more complicated than it appears" (p. 32). Good (1963) also reports that "a carefully designed questionnaire technique is not a simple, quick method of investigation, but requires time patience, ingenuity, and skill" (p. 270).

Wiersma (1985) cites the following reasons why the
questionnaire is subject to much criticism:

1. There is excessive nonresponse.
2. Items are poorly constructed and/or organized.
3. Respondents are not truthful in their responses.
4. Questions deal only with trivial information.
5. Data from different questions are difficult to
    synthesize.   (p. 146)

A poorly planned and designed questionnaire will
likely result in respondent dissatisfaction and a low
return rate.   Borg (1963) expressed the following:

> Many of the questionnaires that are received by
> principles, superintendents, and other educators
> appear to have been thrown together by the graduate
> student during the short break between lunch and his
> two o'clock class.   This type of questionnaire has led
> many school administrators to develop negative
> attitudes about the questionnaire as a research
> approach.   Some of the more harassed administrators
> deposit questionnaires they receive in the wastebasket
> with little more than a quick glance.   This attitude,
> of course, presents an obstacle that the graduate
> student planning to use this technique must and can
> overcome by the careful construction and
> administration of his questionnaire" (p. 206).

The researcher was aware of and concerned about the
problem of low questionnaire returns.   Borg (1981) states
that "the most difficult problem in conducting a
questionnaire study is to get a sufficient percentage of
responses" (p. 86).   Therefore, the design and content of
the questionnaire was of crucial importance.

The case study research method has been utilized to
acquire data directly from CEO's currently managing
private, non-profit rehabilitation centers for the purpose
of identifying issues and concerns they have regarding

their perceived role. The data gathered by this qualitative method afforded the researcher the opportunity to develop questions for the questionnaire that other CEO's would likely deem interesting and relevant. A review of the literature would support this qualitative research approach.

> . . . qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken words, . . . allow us to know people personally and to see them as they are developing their own definition of the world. . . . Qualitative methods enable us to explore concepts whose essence is lost in other research approaches (Bogdan & Taylor, 1975, pp. 4-5).

A statement made by Patton (1980) would also support the qualitative research approach.

> Qualitative data consist of detailed descriptions of situations, events, people, interactions, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories. The detailed descriptions, direct quotations, and case documentation of qualitative measurement are raw data from the empirical world (p. 22).

The benefits of utilizing qualitative methods to capture the perspective of a particular population under study is noted by Miles and Huberman (1984). According to these investigators "qualitative data are attractive. They are a source of well-grounded, rich descriptions and explanations of process occurring in local contexts. With qualitative data one can preserve chronological flow, assess local causality, and derive fruitful explanations" (p. 15).

80

In conducting a case study investigation the

researcher must select the most appropriate method or

combination of methods that will result in the collection

of relevant data. Yin (1984) states that "evidence for

case studies may come from six sources: documents, archival

records, interviews, direct observation,

participant-observation and physical artifacts" (p. 78).

Recognizing the nature, scope, and time constraints of this

study, the interview technique appeared to be the most

suitable method to utilize. The literature reveals

frequent use of interviewing by social science

investigators.

> Interviewing has become of greater importance in
> contemporary research because of the reassessment of
> the qualitative interview. Social scientists of the
> turn of the century used this type of interview almost
> exclusively. The interview was likely to be rather
> unstructured in character and more in the nature of a
> probing conversation. Guided by a careful observer,
> this could be a powerful instrument for obtaining
> information (Goode & Hatt, 1952, p. 135).

Good (1972) also strongly supports the interviewing

technique for collecting information in his following

statement. "Many types of information can be secured only

through face-to-face contact with people, especially data

relating to personal history, family life, opinions, and

attitudes" (p. 239)

Patton (1980) has expressed the value of the interview

very well. He states:

> The fact of the matter is that we cannot observe
> everything. We cannot observe feelings, thoughts, and

81

intentions. We cannot observe behaviors that took
place at some previous point in time. We cannot
observe situations that preclude the presence of an
observer. We cannot observe how people have organized
the world and the meanings they attach to what goes on
in the world -- we have to ask people questions about
those things. The purpose of interviewing, then, is
to allow us to enter into the other person's
perspective. The assumption is that that perspective
is meaningful, knowable, and able to be made explicit"
(p. 196).

There are a number of investigators that advocate the

use of the interview as a data gathering technique. They

indicate that the interview allows the researcher to probe

for more in-depth responses and it is more flexible than

other research instruments. (Barr, Davis, & Johnson, 1953;

Best, 1981; Borg & Gall, 1983; Van Dalen, 1962; & Wiersma,

1985)

The investigator employed what Lofland (1971)

describes as "the `unstructured' interview or intensive

interviewing with an interview guide" (p. 76). This type

of interview allowed the flexibility that was needed to

elicit attitudes, thoughts, and feelings of CEO's involved

in a major programmatic transition.

> The flexibility of the unstructured interview is
> undoubtedly its greatest strength. Not only does it
> enable the investigator to pursue a given lead in
> order to gain insight into the problem and to obtain
> more adequate answers, but more important, it
> frequently leads to significant insights in unexpected
> directions. As he pursues various leads, the
> investigator may find his problem shifts and becomes
> entirely different. Such flexibility can also lead to
> by-products which were not anticipated in the original
> plan of the study but which often have greater
> significance than the outcomes of the initial
> designs. The unstructured interview is useful in
> probing into attitudes and motives of which even the
> respondent may not be aware (Mouly, 1970, p. 266).

Selection of the Subjects

The selection of the subjects for the case study were given careful consideration. In addition to expressing a high degree of interest in the topic, the subjects were willing and able to articulate their thoughts and feelings freely, clearly, and accurately. Bogdan and Taylor (1975) clearly emphasize the importance of choosing an appropriate interviewee.

> People simply do not have an equal ability and willingness to make vivid the details and meanings of their lives. And while a good interviewer may be able to bring the best out in subjects, he or she cannot perform miracles on people who are not free with their words (p. 102).

The researcher selected chief executive officers who were able to provide adequate and undisturbed time to conduct a quality interview. Other criteria for subject selection included the following:

1. The subjects selected had a high interest in his/her job and had a good understanding of the topic area.

2. The subjects selected have had a major leadership role in the transition of sheltered workshop programming to employment training and placement in community business and industrial settings for a period of not less than one year.

3. Geographic location of the subjects was another
    important consideration. Due to time constraints
    the distance the researcher had to travel was an
    important factor in the selection process.

Analysis of Qualitative Data

In addition to tape recording each interview, the
researcher also recorded short field notes to document any
relevant respondent non-verbal behavior.

Transcriptions of the recorded interviews and the
researchers field notes served to facilitate the process of
data analysis. However, the researcher recognized that
regardless of his attempts to lessen the burden of
analysis, it would not be easy. Patton (1980) vividly
makes this point in his statement "it [analysis of
qualitative data] is also a process of intellectual rigor
and a great deal of hard work" (p. 229).

Analysis of the interviews were conducted subsequent
to the end of each interview. The interviews were
transcribed verbatim, the field notes rewritten and a
classification and filing system developed for themes,
ideas, topics, and issues that emerged.

> Filing and classification should be performed as one
> goes along rather than leaving analysis until after
> all the interviews are done, . . . Listening to the
> tape piece by piece forces one to consider, piece by
> piece, whether he has accomplished anything in the
> interview or not (Lofland, 1971, pp. 90-91).

Patton (1980) states that "the purpose of classifying qualitative data in preparation for content analysis is to facilitate the search for patterns and themes within a particular setting or across cases" (p. 302).

The data were analyzed employing inductive content analysis. As a result, a distinct pattern of issues and concerns and other important thoughts and feelings of importance to the three chief executive officers were identified.

The issues and concerns and other important thoughts and feelings that emerged from the case study were presented to the chief executive officers interviewed for their review and comments. There were no suggested modifications offered by the executives. The statements and questions included in the questionnaire survey that were sent to all the chief executive officers of private, non-profit vocational rehabilitation centers registered with the U.S. Department of Labor were based on those identified issues and concerns and other important thoughts and feelings.

Quantitative Methodology

In time it may be expected that many qualitative types of data in education will be reduced to quantitative data. It is not too much hope that in due time most of the so called intangibles, such as interests, attitudes, appreciation, loyalties, and beliefs, will be quantified (Barr, Davis, & Johnson, 1953, p. 11).

The second part of this study involved the use of a
mailed questionnaire. Statements and questions used in the
questionnaire were based on the role issues and concerns
identified in the case study of three chief executive
officers (CEO's) of private, non-profit vocational
rehabilitation centers. The questionnaires were sent out
to one-hundred and seven (107) CEO's in Massachusetts and
Connecticut employed by vocational rehabilitation centers
or sheltered workshops registered with the U.S. Department
of Labor (DOL) and listed in the DOL Sheltered Workshop
Public Directory. However, it should be recognized that
there are approximately one-hundred and fourteen (114) DOL
registered workshops in these two New England states.
Questionnaires were not given to the seven (7) CEO's who
participated in either the case study or the questionnaire
pretest. Considering the number of CEO's the researcher
surveyed, DuVall (1973) would certainly support this method
of data collection.

> Probably its [questionnaire] single greatest advantage
> is that it makes large segments of a population
> available to the researcher for sampling purposes at a
> minimum cost per unit. This is to say that the
> researcher is able to sample the opinions, attitudes,
> type or degree of knowledge of a particular subject,
> values, likes, dislikes, experiences, and other
> measurable attributes of a group (p. 139).

Mouly (1970) notes that the mailed questionnaire ". .
. not only affords wider geographic coverage but it also
reaches persons who are difficult to contact. This greater

coverage makes for greater validity in the results through promoting the selection of a larger and more representative sample" (p. 242).

The CEO's that participated in the case study portion of this investigation have earned a masters degree in the human services field. Therefore, it seemed reasonable to expect that most of the survey participants would also have college degrees at the masters or at least the bachelor level. Their educational backgrounds would suggest that the questionnaire data collecting technique was appropriate. Entwistle and Nisbet (1972) state that ". . . the questionnaire survey is particularly appropriate where the respondents are well able to understand the subtleties of the written word and have technical knowledge or expertise" (p. 113).

The questionnaire used in the survey consisted of two components. The first contained thirty-five (35) statements using a Likert-type scale format. The participants were asked to indicate the degree to which they agreed or disagreed with each statement based on a five point scale. Five (5) open-ended questions were presented in the second part. The questions solicited written responses regarding their role perception.

McAshan (1963) states that "many studies in education produce data that require measurement by subjective methods which do not readily permit the use of statistical

evaluation. The qualitative measurements may be best handled by first converting them into their quantitative counterparts" (p. 113). The Likert-type scale used in this study is a quantitative research method. McAshan describes quantification as the

> . . . process of assigning numerical value to data
> that normally would be qualitative. This can be
> bestaccomplished by (1) observation or acquiring
> information by firsthand experience, (2) systematic
> collection and analysis of factual data, (3)
> inventories or scales designed to reveal personality,
> interest, or attitude traits, (4) reorganization of
> subjective information gained by interview, and (5)
> facts and opinions compiled through questionnaires"
> (p. 113).

The Likert-type scale is a commonly used instrument in educational research. Nisbet and Entwistle (1970) note that "while the Thurstone-type scale is used in some investigations, the Likert-type scale makes fewer statistical assumptions and is probably the most widely used method of attitude measurement" (p. 128). It appeared to be an appropriate instrument for this part of the study.

> The Likert-type type scale presents a number of
> positive and negative statements regarding an attitude
> object. In responding to the items on this scale the
> subjects indicate whether they strongly agree, agree,
> are undecided, disagree, or strongly disagree with
> each statement. The numerical value assigned to each
> response depends on the degree of agreement or
> disagreement with individual statements (Ary, Jacobs,
> & Razavieh, 1972, pp. 179-180).

The researcher selected four chief executive officers (CEO's) of private, non-profit vocational rehabilitation centers in Massachusetts and Connecticut to pretest the

questionnaire. These individuals were not the same CEO's that participated in the case study phase of this investigation. Unfortunately, there was no opportunity to meet with the CEO's in a group pretest situation, therefore it was necessary for the researcher to conduct the pretesting on an individual basis. The literature is strongly in favor of the pretest approach to questionnairedevelopment (Barr, Davis, & Johnson, 1953; Rummel, 1958; Sieber, 1982). Two seasoned veterans of questionnaire construction, Sudman and Bradburn (1986), expressed the importance of pretesting in this way:

> Even after years of experience, no expert can write a perfect questionnaire. Between us we have more than fifty years of experience in questionnaire construction, and we have never written a perfect questionnaire on the first draft, nor do we know any professional social scientist who claim that they write questionnaires that need no revision (p. 283).

Borg and Gall (1983) clearly recommend pretesting the questionnaire with selected participants that are similar to the individuals that will be involved in the actual study.

> . . . it is very desirable to carry out a thorough pretest of your questionnaire before using it in your study. For the pretest you should select a sample of individuals from a population similar to that from which you plan to draw your research subjects (p. 425).

There are a number of other investigators that support questionnaire pretesting (Barr, Davis, & Johnson, 1953; Rummel, 1958; Wiersma, 1985).

Subsequent to each individual pretesting situation, there was a discussion held with the participant to determine if there were any questionnaire instructional or question ambiguity. The participants reported that the instructions and questions were easily understood. They felt that the order of the statements and questions were appropriate. There were no significant modifications recommended by the pretest participants.

The Massachusetts Rehabilitation Association and the Connecticut Rehabilitation Association provided letters of endorsement for this study. An endorsement letter was attached to each questionnaire that was mailed to the participants. The letter emphasized the importance of the study and asked the participant to complete the questionnaire by a certain date. The letters were signed by the Presidents of the Associations respectively.

The data collected by the Likert-type statements were analyzed utilizing a computer software program called App-Stat. The frequency distribution, percent, and mean were calculated and reported in Chapter V of this study. The data gathered from the open-ended questions in the survey were analyzed by inductive content analysis.

C H A P T E R   IV
THE CASE STUDY

Introduction

This investigation involved two components. The first consisted of a case study of three chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut. This qualitative approach resulted in the identification of specific role issues and concerns of considerable importance to these chief executives. These issues and concerns were the basis for the statements and questions developed for the questionnaire that was used in the survey of one-hundred and seven (107) chief executive officers of private, non-profit vocational rehabilitation centers registered with the U.S. Department of Labor (DOL) and listed in the DOL Sheltered Workshop Public Directory.

This chapter includes the purpose and specific objectives of the case study. In addition to presenting the major issues and concerns expressed by the executives, this chapter also provides some insight into their early role perceptions, what makes the position appealing to

them, how others perceive them, what skills and personality attributes they deem necessary for CEO success, and various other opinions and feelings of importance to them.

The data for this case study were derived from unstructured interviews of three chief executive officers employed by private, non-profit vocational rehabilitation centers, serving at least sixty (60) developmentally disabled adults, in Massachusetts and Connecticut. The interviews were tape recorded and transcribed verbatim. Subsequent to the interviews, the data were organized, evaluated, and inductively analyzed as described by Patton (1980).

Purpose of the Case Study

The purpose of this case study was to gain knowledge and an understanding of how chief executive officers of private, non-profit vocational rehabilitation centers perceive their role during a period of major programmatic change.

This study offered the top level administrators an opportunity to share their feelings, opinions, and concerns about their role as the chief executive officer.

Specific objectives of this study were as follows:

1. To increase the investigators awareness of how chief executive officers of private, non-profit vocational rehabilitation centers perceive their role.

2. To identify specific role issues and concerns of major importance to the chief executives.

Early Role Perception

The investigator asked each case study participant why they desired to become the chief executive officer of their private, non-profit vocational rehabilitation center. In addition to learning the reason(s) why an individual might pursue this top level management position, the investigator felt that it would also reveal some of the participants initial perceptions of his/her role. The immediate and lucid response of one participant implied that he had definite role expectations.

> I was in state service, I saw; I thought anyway, a lot of things that could be done for people. The people [state employees] were making things just too complicated to get things done and I felt that with a private, non-profit agency better decisions could be made and services delivered in not a complicated manner. So you know, that was the major attraction.

Although the second participant stated that he had no definite plans to become a CEO he did indicate that he had ". . . difficulty working for other people." For him the

position seemed to offer more personal control and latitude.

> Well, I never did want to be a CEO, that wasn't my plan where I had to go and be a CEO. It just sort of happened. I think then it has been a very good thing for me, it fits well. . . . if you go way back for me, I have always had difficulty working for other people and wherever I worked, maybe because of my nature, I'd always begin to see how things could be done better or differently, more efficiently for me.

However, this participant also confessed that he entered the position without much knowledge of how to function as the top level manager.

> . . . it [previous job] really was not what I wanted, so I decided to look around a bit and this job advertised for a whopping $13,000 a year with one week's vacation. . . . At the time I was 27, still fairly newly married and my wife was working at the time. We talked about and we prayed about it, any major decision we prayed about. Things went so smoothly in terms of being offered the job here I got the feeling that this is what I wanted to do. . . I came in and started and had no idea what I was doing.

The third participant also indicated that she started out in the CEO position without the benefit of really understanding the role. She soon realized that her experiences and skills as a direct service worker were not adequate preparation for the number one executive position.

> I fell into this position really. I have always held top positions and never applied for them in the sense someone else would. . . . I saw an ad in the newspaper to which I responded thinking that I would use my rehab background. It turned out I needed administrative background and grew with the job. . . . I didn't actually apply for the kind of job it is today. . . . they [board of directors] didn't know what it was and nor did I, that's the truth.

The Attraction of the Job

Generally, all three case study participants purported to enjoy their role as CEO. The diversity and the unknown daily challenges makes the job very attractive to one participant.

> . . . when you come in the morning, you never know what you are going to be faced with. There are all different twists, so it's not like working in a factory where you do the same thing, or it's not like working in some professional type services where if you do one report, you have done a lot of them. . . . I like something that is going to, when I go to work on Monday . . . not knowing what is going to be there.

The other participants seem to enjoy the status, latitude, and "power" of the CEO position.

> I suppose the underlying reason for what I do and why I like it the most is that I feel that I am doing something for mankind and useful. . . . but I also feel that I have a lot of freedom to be creative, to be my own boss and at the same time help people.

> I feel it is one of high position, one that has a lot of power, one that to me . . . feelings are very satisfying, it's a big responsibility. . . . I guess I like the satisfaction of accomplishing things. the end of the day often times I'll think what have I accomplished through this day, sometimes little, but sometimes you go away and say by God I've done it!

The Major Issues and Concerns

Control

The issue of control was a recurring theme that emerged from the interviews. Each case study participant

expressed some grave concerns regarding their sense of control. The facial grimaces and the elevated tone of voice of the first participant were indicative of a high degree of frustration and perhaps even anger. It was clear that he perceived the regulations of government funding agencies to be excessive and imposing, consequently he felt this had an adverse effect on his control and the growth of the organization.

> The least attractive aspect of the job is the situation that we are put in, in the regulatory climate we're in. You can be the best administrator in the world, but in certain types of situations that you are put into, you do not have the control over certain things. You can see things happening that are better for your staff or clients and your services, and your program, but you can't do much about them. You fight them all up front, but the reality of it is, is that the regulatory climate is such that you can't do a lot about some of the things . . . I don't like to find myself in that situation where you have these kinds of problems, where you ordinarily say what you are going to do, okay this is it, let's do it. That's not going to happen and doesn't happen, . . . leaves a bad taste. That's the part that is probably going to get worse instead of better, but I don't know what to do about it.

One participant stated that she way very frustrated as a consequence of trying to respond to the government funding agency's demands and concerns. She feels thisrelationship has had a significant negative impact on her feelings of control.

> Presently, I don't like the idea of the [state agency] being on my back! When I talk to my president [board of directors] . . . he has told me that he has never seen the frustrations that I am showing now. In any of the kinds of things we have to face, as we have to face presently, what you see is the [state agency]. It is affecting me, I don't feel in control. . . .

Another participant expressed the following regarding his sense of control.

> . . . what I like the least about the job is the instability that seems to be always prevalent and you always need to catch up, . . . always meet the crisis type of thing.

Change

Change was cited by two of the case study participants as one of their greatest challenges in performing their job.

> . . . whenever you are in a service delivery system, you know, whenever you are in business or industry or whatever, the biggest challenge you are going to face is change. . . . That is going to be the biggest single personal challenge you have to put together, the dynamics and create a favorable environment for change. . . . I think we have seen the acceleration of change in the last five years. I think everyone, whether it is your personal life or whatever, everyone is saying, Oh my God, the world has gone so fast today. I don't think that's going to change. So it isn't the fact that things are changing that's the problem, it's our ability to change with them.

> So I think to me the biggest challenge is to remain flexible and open enough to the new ideas and adopt what may be appropriate for our particular center and at the same time not alienate those people presenting new ideas to the point where they don't think I'm progressive enough. I don't believe in just adopting every new idea that comes along. I myself test the challenge in my own mind, talk about it and I will eventually adopt what I think is appropriate, you know, for the center.

A specific major change mentioned by each of the
participants was the adoption of community-based programs
in business and industrial situations (also known as
supported work or employment programs). All three
executives operate sheltered workshops in their facilities
and consider their programs in business and industry to be
a valuable component of their continuum of rehabilitation
services.

State funding sources are encouraging and even
"pressuring" (e.g. decrease or withhold funding, decrease
and/or make no referrals) the executives to consider the
elimination of their workshop programs. The executives
interviewed are opposed to this extreme request because
they do not feel that the new employment programs in
business and industry are the only answer to vocational
rehabilitation for people with disabilities.

> . . . obviously one of the changes that has occurred
> over the last several years is the community-based
> programs. I don't really consider that a significant
> change from my vantage point. My vision was and
> continues to be that the service delivery system is a
> continuum delivery system. I think if that's your
> vision for your agency, that you have a continuum of
> services, whether or not you can do that may be the
> big major change. Yes, that's the change but it's not
> an all or nothing.

> . . . getting people into supported employment seems
> to be a major change. I think there are some good
> things here in getting into it, but it's just another
> extension of what our basic philosophy is, always to
> help people. . . . but our work services [program]
> will continue. . . .

I think when we all went over to hear Tom Bellamy
[nationally recognized for his work in the development
of programs in business and industry], . . . From that
point I supported it . . . it was the biggest change .
. . good! . . . but we also run a workshop . . . I ask
if they [state referral agency] want us to stay in
business!

Financial

A common worry or concern among all three executives
was in the area of money. They are ultimately responsible
for assuring that their organization has sufficient funds
to pay the numerous bills in a timely manner. There always
seems to be problems of generating adequate funds and
maintaining a consistent cash flow.

. . . I have the day to day worries whether we can pay
the bills next week and those kinds of things, but
again, from my vantage point those are a given. . . .

Some of the biggest challenges are cash flow, getting
the money in on time, . . .

. . . I am worrying that I should have enough money to
run this place. Money is always a big factor . . .

Personnel

Another serious concern that two of the participants
had was in the area of personnel. They are worried about
recruiting and keeping qualified staff.

I worry about holding on to some of my top staff. I
worry that some other places will be attracting them
and having to replace them.

. . . I'd like to think it was creative tension, but I
think it's more cut throat. The old stuff that I used
to hear about in regular business has begun to creep
into the non-profit sector. People are taking staff
from other organizations and offering them more money
and I'd be willing to bet that head hunters will be in
here pretty soon.

State Referral Agency

The state referral agency was identified as a major

source of frustration for each of the case study

participants. They feel that the state has negatively

effected the delivery of services in some way. One

participant was clearly concerned with the state

regulations imposed on his agency and programs.

. . . I think we are over regulated. I, probably
everybody in the world, whether you own an airline or
whatever, you probably feel the same way; they you are
over regulated. . . . . . . I guess I am from the old
school in terms of saying when these kinds of
artificial roadblocks are thrown up by the outside
[state] agencies the typical response to that; whether
that would be licensing, whether it would be another
report, whether it means inspection, whatever it is, a
lot of those things I think are things that just serve
no useful purpose and that's what I mean by
artificial. . . . I think when those things happen
the whole process slows down.

The other executives were primarily concerned with the

state agency's lack of financial and programmatic support.

The state . . . as much money as there is in the field
and in the state, the state is not real free with the
dollar. Their system for getting money and getting
ahead is not really conducive to [quality programming]
. . . it is more of a system that was designed to sort
of maintain the status quo. It takes a lot of
creative thought to try to move ahead. I am just
learning how to do that. . . .

In an obviously strong emotional tone of voice, the

third participant expressed her frustration with the state

referral agency in this way:

Unfortunately, what you still hear people talking
about is that you don't get any straight answers [from
the state agency] and I have asked! I have actually
gone up to [state agency administrators] and asked if
they wanted us to stay in business. . . . I felt this
way from the beginning, if you [state agency] don't
want us to do business, tell me so! If you want us to
be in business then you have to give us the
wherewithal so that we can remain in business, . . .
let's see the support! It's [the support] still not
coming. . . . but as far as the frustrations with the
job, it's so hard to talk about frustrations other
than the state because I know what I'm doing. . . . I
see us as a work center, a unique work center, and we
along with everybody else are trying our very best to
get as many people as we can out in supported
employment . . . and we all believe in that, I just
don't like it rammed down my throat!

Impact the Job has on Family and Social Life

Each case study participant gave indications that

their CEO position consumes an extraordinary amount of

time. Consequently, time available to spend with family

members is dramatically reduced. Fortunately, despite the

time commitment of the job, it was each executive's opinion

that their families were understanding and supportive of

their position. They felt their family life was one of

quality.

But other than the time being taken away from them and not being home, it doesn't take any quality time because I think there is a relationship there. It certainly has not been a detrimental thing to the family or a stressful thing that created any kind of family stresses because of being a CEO.

It's a time consuming type of job and by that I mean as much as you try to manage your time and keep it within a certain eight hours or timeframe, it's virtually impossible to do so. There are so many organizations that we have to be accountable to or go to and involved in such as the United Way, the Rotary Club, and the Mental Health Boards or whatever . . . . You can't always schedule a normal week . . . . so that it makes it quite difficult to always be available for your kids when you should be. I try very hard to be there but I know occasionally there are times when I can't be there and that bothers me personally and it's not good for the family. . . . My family is very supportive, they are very good about it, but I feel bad personally.

According to one participant, the CEO job takes

priority over family life.

I have absolutely given up my home life to do this job. I realize that. I don't know if anybody else would do what I have done, but that doesn't make me right, it's my style. When I do something I only know how to do it 1000 percent. So what I am not able to accomplish in a day, that briefcase goes home with me every single day. For 14 years this place has superseded anything, including my family . . . . Believe it or not I'm married and I have to say I'm married to it [the job] as much as I'm married to my husband. . . . So my family has understood that this place comes first, this place comes before my family. I'm not saying I'm right, it's what has been.

For two of the CEO's the job has had a significant

impact on their social life. They have not had the luxury

of time to build new, and in some cases, maintain old

friendships.

I think my job has affected social ties in the sense that when you're not around and not available, it takes some effort to go and maintain social relationships and maintain friendships. When you come home tired or you're emotionally drained, or it's ten o'clock at night, you don't always feel like calling someone up or going to entertain or be entertained . . . . I don't have a lot of close personal friends that I do a lot of things with . . . . I know a lot of people and there are a lot of people who I know that if I called them they would help me, but there is no group, so to speak, or one individual that I can say I'm real buddies with, that we do everything with. It's just not there.

I have lived in [town] for all the years I have been working here and I know nobody . . . the social relationships that I have are my friends of many years ago . . . . I have not had the opportunity to build social relationships . . . . It's time. This job is very demanding and it's partially because I make so.

It is interesting to note that one participant felt his family benefited personally by becoming involved in the agency's various activities.

None of my children have gone into the human or health services profession, but all of them are very successful because, I think, of the exposure [to the agency] they had when growing up. I consider this a full-time job, I considered being a parent a full-time job. . . . it was not and it is not unusual to see my wife involved in various [agency] functions.

Another participant stated that he has increased his involvement with his church since becoming a CEO.

I've become more involved in my church since I got this job. I don't know if it's a correlation, but I find that it's very rewarding for me, inspiring, helps to keep my batteries charged if you will.

103

CEO's Perception of How Significant Others Perceive Them

Each CEO interviewed purports to have established an amiable and meaningful relationship with their board of directors. They feel that their board of directors perceive them as competent and respected administrators.

> I think that the board of directors and others . . ., as a general perception, . . . top notch administrator. . . . I think the board would probably say very good decision maker but very compassionate in the decisions, will explain to us the rationale and does really think of the broader picture.

> I think my board of directors appreciate me very much. I think that they think I am a very capable individual. They are happy that I am here. They are supportive and they rely on me alot.

> . . . I know some people have difficulty with their boards. You will hear that executive directors frequently do not last at the job, this lady has lasted 14 years. This is my 14th year and I have never run into any problems with them.

The case study participants had different thoughts regarding what they thought were their peers perception of them. One participant was confident that his peers perceived him as a "successful" individual Another feels that he may be viewed as the "odd man out." The third participant was concerned that she may be perceived as the "worry wart."

> I think obviously, externally, the perception is one of successful. . . . whether you go to other agencies or whatever, . . . they would say that the agency is successful and that is a reflection of the CEO and I think that they would say that that person is confident.

As far as out in the field, I think there is definite
mixed feelings out there. I feel kind of the odd man
out. I don't feel like I really fit in the system. I
am not a person that gets a lot of phone calls. For
example, a lot of other executives from other
organizations are asking me to get involved in
things. I guess my personal style is to be a loner
type anyway. I am controversial. I say things that
people really don't want to hear and I'll say them to
whoever.

Peers . . . up to now have had a high regard for me.
For a year and even before the state [court] decree
came out I had been talking to people, letting them
know that I first saw a problem [state funding and
program changes] and I have prayed that people would
want to hear it . . . . And so I'm wondering if my
peers are seeing me as one who is a worry wart because
that's maybe what's conveyed to them. But I have
tried to shake them [other CEO's] up because nobody is
telling the state that what we are doing could lead to
disaster. I can't shake them up! . . . I'm wondering
to myself, are many people thinking that this lady is
getting too old for the job and maybe a younger person
should be doing this job?

There was some discussion of how the CEO's perceived

their staff's perception of them. All three of the

participants indicated that most of their staff would

likely have a positive regard for them.

. . . I think from a staff point of view, I think
perhaps one would be, that the staff perceives me as .
. . I think the guy knows what he's doing and does
care.

My staff feel very good about me personally and also
as their leader. . . . I think the nature of my
business and my style, there are some people that
think I'm too slow and some people that think I'm too
fast. I think with the staff that you have those you
please and those that you don't please I
think they appreciate my honesty, my thoughtfulness.

I have been told that people [staff] have a lot of
respect for me. Staff, they feel I'm a permissive
person. I am not an authoritarian type of person,
that's not my style. So, therefore I have chosen not
to be the person who comes down hard on the staff . .
. . So, to staff I'm a very nice lady.

Skills and Personality Attributes Deemed Necessary for CEO Success

The three case study participants cited skills and

personality attributes that they deemed necessary for CEO

success in today's private, non-profit vocational

rehabilitation centers and sheltered workshops. Their

responses were spontaneous and clear. Implied or stated,

all three respondents included leadership as one of the

essential CEO skills.

> . . . the person has to be able to make decisions . .
> . . . . . you have to be organized, you have to be
> able to plan, you have to have vision. I think all of
> those things are important, but I think above and
> beyond that you need initiative, you need to be a
> self-starter. I guess in terms of what I have
> observed from other successful execs of other npo's, I
> think they have vision as to where they want to go and
> I think that is important. . . . people will say you
> certainly have to have the ability to write, you have
> to have initiative and so forth.

> . . . one is creativity, they need perseverance . . .
> . They need to understand money, they have to
> understand budgeting, how to make things happen
> without money. . . . I think creativity and
> perseverance and patience are the biggest things, . .
> . and aggressiveness. Aggressiveness in terms of when
> you find out where something is and go after it, not
> waiting for deadlines to come or whatever. Making

yourself aware of what's going on, aggressively you
are finding out something and follow it up . . ., to
be able to motivate yourself, get up everyday. Being
a leader, realizing that a CEO is a leaders job and
realize that role . . . realize that that's what it is
and everything revolves around you . . . .

You have to be a good manager of people, you do have
to be that. Personality, . . . you do have to be a
positive person and I get mad at myself when sometimes
things come through negatively, because you don't
accomplish anything with anybody if you always have a
negative view of things . . . . You can't make it if
you're going to be negative.

Two of the case study participants strongly suggested

that any individual seeking the position of CEO should be

completely aware of what the job entails. They also

indicated that you have to be confident and that your

reward needs must be more than "money" or "glory" if you

want to be successful.

I think the person who wants to become a CEO has to
recognize what the job really is . . . . A person who
is going to be successful has to be confident in their
abilities and they have to receive their rewards from
their own ability to know what they want to
accomplish. I have seen a number of CEO's that have
gone and didn't recognize that you had to receive your
reward not from a monetary standpoint, not from the
glory end of it, but from the confidence, the
recognition of what it is you are trying to do and
belief in what you are trying to do. Because when
those elements occur, I think it can become a very
satisfying job.

If you are not committed to what you are doing, I
don't think any amount of money will matter, you won't
be able to last. It [money] is to shallow a reason to
do the job . . . . The second thing is to really know
yourself, to be secure in yourself.

Another case study participant recommends that one aspiring to become a CEO obtain some "business background."

> . . . I think a person coming into this position probably would need more than a social services background. Social services background served us well years ago, but for the way we are headed, . . . if we are going to enter into some businesses, to be able to sustain us, we are going to need some more business background.

All of the case study participants have no immediate intentions of resigning from their position. One of the participants reports that he enjoys the daily challenges of the job and that maintains his motivation. However, he states "whether it will be enough for more than three or four years is the question and I can't answer that at this point." Another participant has given some thought to leaving his position and the field of human services and is considering a move to the private sector.

> . . . There may come a point, where I either retire or decide I just can't keep this pace any longer. . . . At that stage I may decide that's it, I'm not going to do this any longer. I toy with the idea of doing my own business at some point. I thought about even going into private industry, just to see if I can survive there.

The third participant indicated that retirement may be forthcoming.

> . . . It's [demands of the position] hastening my retirement. I might have stayed on until I was older and maybe reach a new plateau and could continue on that level, but it will never happen. There is going to be a crisis a minute as I see it. There is going to be challenges constantly.

The chief excutive officers participating in this case study impressed the researcher with their strong sense of commitment to lead their agencies in a progressive and responsible manner. They appear to be highly energetic, sensitive, and insightful individuals who seem to thrive on the challenges and problems inherited by the CEO position. However, it is also apparent that these executives become frequently frustrated by the challenges and problems they purport to enjoy dealing with.

Conclusions

The data presented in this case study has identified several major issues and concerns of three case study participants having a significant impact on their role perception as chief executive officers of private, non-profit vocational rehabilitation centers serving developmentally disabled adults. They are the following:

1. Sense of losing control as it relates to managing the organization.

2. Change as it relates to employment training and placement programs in business and industry as the only employment and training option. Also responding to and adjusting to ongoing changes in general.

3. Financial resources and management.

4. Personnel as it relates to recruitment and keeping competent individuals.

5. The state referral agency.

6. Impact of the job on family and social life.

The results of this case study has also provided the following:

1. Important insight and information regarding the CEO's perception of how others perceive them.

2. What the CEO's consider the attraction of the position.

3. What skills and personality attributes are deemed necessary for CEO success.

4. Other opinions and feelings of importance to the CEO's.

Summary

In this chapter, the results of a case study of three chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut were presented. These three top administrators disclosed six major issues and concerns and various other opinions and feelings that were of importance to them as it relates to their perception of their role as the chief executive of a vocational rehabilitation facility.

In the second part of this study, a survey of one hundred and seven chief executive officers of private, non-profit vocational rehabilitation centers in the states

of Massachusetts and Connecticut was conducted. The
questionnaire employed by the survey was based on the
findings of the case study.

C H A P T E R   V

PRESENTATION OF THE QUANTITATIVE DATA

Introduction

The purpose of this chapter is to present the
quantitative data collected from the questionnaires
completed by chief executive officers (CEO's) of private,
non-profit vocational rehabilitation centers in the states
of Massachusetts and Connecticut. To present the data in
an organized manner and to facilitate understanding, the
chapter is divided into the following three sections:

1. The Demographic Data

2. The Survey Data

3. Data Analysis and Discussion

The questionnaire was sent during the months of
November and December 1988 to CEO'S in Massachusetts and
Connecticut employed by private, non-profit vocational
rehabilitation centers registered with the United States
Department of Labor (DOL) and listed in the DOL Sheltered
Workshop Public Directory. However, questionnaires were
not mailed to the seven (7) CEO's who participated in
either the case study or questionnaire pretest. In these
two New England states there are a total of one-hundred and

fourteen (114) sheltered workshops listed in the DOL

directory. Seventy-seven (77) are Massachusetts and

thirty-seven (37) are Connecticut sheltered workshops.

Questionnaires were mailed to one-hundred and seven chief

executives. Seventy-four (74) are Massachusetts and

thirty-three (33) are Connecticut executives. Seventy (70)

or sixty-five and four-tenths percent (65.4 %) of the CEO's

completed and returned the questionnaire. The following

are detailed demographic data of CEO's who participated in

this study.

The Demographic Data

Table 5.1

Participant Return Rate

State	Number	Percent
Massachusetts	49	70.0%
Connecticut	21	30.0%
Total	70	100.0%

Table 5.2

Age of the Participants

Years	Number	Percent	Years	Number	Percent
Under 30	2	2.9%	51-55	9	12.9%
30-35	5	7.1%	56-60	6	8.6%
36-40	18	25.7%	71-75	1	1.4%
41-45	19	27.1%	No Response	1	1.4%
46-50	9	12.9%	Total	70	100.0%

Table 5.3

Sex of the Participants

	Number	Percent
Male	55	78.6%
Female	14	20.0%
No Response	1	1.4%
Total	70	100.0%

Table 5.4

Participants With and Without Disabilities

	Number	Percent
Non-Disabled	64	91.4%
Disabled	3	4.3%
No Response	3	4.3%
Total	70	100.0%

Table 5.5

Marital Status

	Number	Percent
Married	57	81.4%
Divorced	4	5.7%
Separated	2	2.9%
Widowed	1	1.4%
Never Married	5	7.1%
No Response	1	1.4%
Total	70	100.0%

Table 5.6

Education of the Participants

Degree	Number	Percent	Degree	Number	Percent
Associate	1	1.4%	Ph.D	6	8.6%
Bachelor	9	12.9%	Ed.D	3	4.3%
One Master	43	61.4%	No Degree	1	1.4%
Two Masters	5	7.1%	No Response	2	2.9%
			Total	70	100.0%

Table 5.7

Number of Years in Present Position

Years	Total	Percent	Years	Total	Percent
Under 1	7	10.0%	12.5 - 15	3	4.3%
1.0 - 3	15	21.4%	15.5 - 18	5	7.1%
3.5 - 6	20	28.6%	18.5 - 21	3	4.3%
6.5 - 9	7	10.0%	21.5 - 24	1	1.4%
9.5 - 12	8	11.4%	No Response	1	1.4%
			Total	70	100.0%

Table 5.8

Number of Years in the Vocational Rehabilitation Field

Years	Total	Percent	Years	Total	Percent
Under 2	3	4.3%	17.5 - 20	11	15.7%
2 - 5	7	10.0%	20.5 - 23	1	1.4%
5.5 - 8	6	8.6%	23.5 - 26	4	5.7%
8.5 - 11	11	15.7%	26.5 - 29	0	0.0%
11.5 - 14	10	14.3%	29.5 - 32	2	2.9%
14.5 - 17	10	14.3%	32.5 - 35	1	1.4%
			No Response	4	5.7%
			Total	70	100.0%

Table 5.9

Salary of the Participants

Salary	Number	Percent
$30,000 - 35,000	11	15.7%
$36,000 - 40,000	9	12.9%
$41,000 - 45,000	12	17.1%
$46,000 - 50,000	11	15.7%
$51,000 - 55,000	6	8.6%
$56,000 - 60,000	7	10.0%
$61,000 - 65,000	2	2.9%
$66,000 - 70,000	2	2.9%
$71,000 - 75,000	2	2.9%
$81,000 - 85,000	1	1.4%
No Response	7	10.0%
Total	70	100.0%

Table 5.10

Number of Full-Time Staff

Total Full-Time	Number	Percent	Total Full-Time	Number	Percent
Under 10	9	12.9%	101 - 110	1	1.4%
10 - 20	8	11.4%	111 - 120	1	1.4%
21 - 30	8	11.4%	121 - 130	0	0.0%
31 - 40	11	15.7%	131 - 140	0	0.0%
41 - 50	3	4.3%	141 - 150	2	2.9%
51 - 60	2	2.9%	151 - 160	2	2.9%
61 - 70	7	10.0%	161 - 170	1	1.4%
71 - 80	4	5.7%	171 - over	2	2.9%
81 - 90	3	4.3%	No Response	4	5.7%
91 - 100	2	2.9%	Total	70	100.0%

Table 5.11

Number of Part-Time Staff

Total Part-Time	Number	Percent	Total Part-Time	Number	Percent
Under 5	19	27.1%	26 - 30	2	2.9%
5 - 10	13	18.6%	31 - 35	2	2.9%
11 - 15	1	1.4%	36 - 40	1	1.4%
16 - 20	3	4.3%	41 - 45	1	1.4%
21 - 25	2	2.9%	46 - 50	1	1.4%
			No Response	25	35.7%
			Total	70	100.0%

Table 5.12

Current Budget of the Participants

Total Budget	Number	Percent
Under 500,000	6	8.6%
500,000 - 1,000,000	12	17.1%
1,100,000 - 1,500,000	6	8.6%
1,600,000 - 2,000,000	8	11.4%
2,100,000 - 2,500,000	12	17.1%
2,600,000 - 3,000,000	5	7.1%
3,100,000 - 3,500,000	3	4.3%
3,600,000 - 4,000,000	8	11.4%
4,100,000 - 4,500,000	0	0.0%
4,600,000 - 5,000,000	1	1.4%
5,100,000 - 5,500,000	0	0.0%
5,600,000 - 6,000,000	3	4.3%
6,100,000 - 6,500,000	0	0.0%
6,600,000 - 7,000,000	1	1.4%
12,500,000	1	1.4%
25,000,000	1	1.4%
No Response	3	4.3%
Total	70	100.0%

Table 5.13

Number of Years the Vocational Rehabilitation Center has Offered Supported Employment Type Programs

Total Years	Number	Percent	Total Years	Number	Percent
0 - 2	16	22.9%	8.25 - 10	5	7.1%
2.25 - 4	19	27.1%	10.25 - 12	2	2.9%
4.25 - 6	13	18.6%	12.25 - 14	1	1.4%
6.25 - 8	4	5.7%	Over 15	2	2.9%
			No Response	8	11.4%
			Total	70	100.0%

Table 5.14

Number of Disabled Persons in the Vocational Rehabilitation Center Sheltered Workshop Program

	Number	Percent		Number	Percent
Under 25	6	8.6%	226 - 250	3	4.3%
25 - 50	19	27.1%	251 - 275	0	0.0%
51 - 75	9	12.9%	276 - 300	1	1.4%
76 - 100	10	14.3%	301 - 325	0	0.0%
101 - 125	4	5.7%	326 - 350	1	1.4%
126 - 150	5	5.7%	351 - 375	0	0.0%
151 - 175	2	2.9%	376 - 400	1	1.4%
176 - 200	2	2.9%	No Response	7	10.0%
201 - 225	1	1.4%	Total	70	100.0%

Table 5.15

Number of Disabled Persons in the Vocational Rehabilitation Center Supported Work Type Program

	Number	Percent		Number	Percent
Under 15	18	25.7%	76 - 90	2	2.9%
15 - 30	14	20.0%	91 - 105	6	8.6%
31 - 45	6	8.6%	Over 106	5	7.1%
46 - 60	7	10.0%	No Response	8	11.4%
61 - 75	4	5.7%	Total	70	100.0%

Narrative Summary of the Demographic Data

A total of seventy (70) participants completed and returned the questionnaire. Forty-nine (70%) were from Massachusetts and twenty-one (30%) were from Connecticut. Only 2 (2.9%) of the participants are under age of 30 and just 1 (1.4%) is over the age of 60. The largest number of participants are between the ages 36 to 45, which represents 37 (52.8%) of those who responded to this question. This is clearly a male dominated group, 55 (78.6%) of the individuals are men and 14 (20.0%) are women. Most of the participants, or 57 (81.4%) persons, are also married.

The majority (68.5%) of participants in this study possess a Masters Degree. Forty-three (61.4%) persons have one Masters Degree while five (7.1%) have earned two. Nine

(12.9%) individuals hold a Doctorate Degree. Sixty-four
(91.4%) of the participants are persons without
disabilities and only 3 (4.3%) are disabled. Three (4.3%)
chose not to respond to the question regarding disability.

The greatest number of participants have held their
present position between one and six years. This includes
35 (50.0%) of those who responded to this question. No
individual in this group has been in the position over 24
years. Twenty-one (30.0%) of the participants have been in
the vocational rehabilitation field 8.5 to 14 years and 21
(30.0%) persons have been in it 14.5 to 20 years. Only 3
(4.3%) of the participants have been in the vocational
rehabilitation field less than two years and only one has
been in it for over 32.5 years.

There were seven (10.0%) participants in this study
who did not respond to the question regarding salary.
However, those who did respond are earning at least
$30,000.00 or more annually. The annual salary of 20
(28.6%) participants is between $30,000.00 and $40,000.00,
while 23 (32.8%) are earning $41,000.00 to $50,000.00. It
may be interesting to note that one (1.4%) participant
reports to be earning an annual salary of over $81,000.00.

Nine (12.9%) of the participants have under ten
full-time staff and 27 (38.5%) are responsible for 10 to
40. Thirteen (18.6%) persons report that they have a
full-time staff of 51 to 80. Of those participants who

responded, only nine (12.9%) have full-time staff of 101 or over. Two (2.9%) of those nine claim to have a full-time staff of 171 or over.

There were 25 (35.7%) participants in this study that did not respond to the question regarding the number of part-time staff that was employed by their centers. However, 19 (27.1%) participants reported that they had under 5 part-time staff and 13 (18.6%) had 5 to 10.

Only 6 (8.6%) participants reported budgets of less than $500,000.00 and just one (1.4%) had a budget of $12,500,000.00. One participant claimed responsibility for a budget of $25,000,000.00. Eighteen (25.6%) of the participants were responsible for budgets of $500,000.00 to $1,500,000.00 and 20 (28.5%) for budgets ranging from $1,600,000.00 to $2,500,000.00.

Most of the participants of this study have been offering supported employment type programs at their center for 0 to 6 years. This would represent 48 (68.6%) of those responding to the question. Thirty-eight (54.3%) persons answering this question have 25 to 100 people with disabilities participating in their sheltered workshop programs. There were only 6 (8.6%) participants with under 25 people involved in their sheltered workshop program and only 3 (4.2%) with 226 to 250 and 3 (4.2%) with over 275.

Eighteen (25.7%) of the participants have less than 15 individuals enrolled in their centers supported work

type program. There are 20 (28.6%) participants that have
15 to 45 people with disabilities in their supported
work type programs and 11 (15.7%) with 91 to over 106.

<center>The Survey Data</center>

The survey instrument was comprised of two parts.
In the first, thirty-five (35) statements using a
Likert-type scale format were presented. The participants
were instructed to indicate the degree to which they agreed
or disagreed with each statement based on a five point
scale. Participants were then asked to write their
personal opinions to five (5) open-ended questions that
were contained in the second part. Their responses and the
statistical analysis to each of the thirty-five (35)
Likert-type statements are presented in this section. Data
analysis of the open-ended questions will be presented in
Chapter VI of this report.

The thirty-five (35) statements were based on six
(6) major issues and concerns and several other important
opinions and feelings identified in the case study
component of this study which was reported in Chapter IV of
this report. In this section, each of the six (6) major
issues and concerns and the other relevant opinions and
feelings will be presented along with the data germane to
them. The order of presentation are the following:

Major Issues and Concerns

1. Sense of losing control as it relates to managing the organization.
2. Change as it relates to employment training and placement programs in business and industry as the only training and employment option. Also responding to and adjusting to ongoing changes in general.
3. Financial resources and management.
4. The state funding (referral) agency(ies).
5. Personnel recruitment and retention.
6. Impact the job has on family and social life.

Attraction of the Job

1. Diversity of work
2. Adequate recognition for work accomplishments.
3. Enjoy the power of the CEO position.
4. Salary is commensurate to responsibilities.
5. Significant impact on improving the quality of life of the clients.
6. Enjoy the authority of the CEO position.

Other Important Opinions and Feelings

1. Emotionally draining job.
2. Adequate academic background for the CEO job.
3. Previous job experience(s) was adequate preparation for the CEO role.
4. Others often do not understand the reasons for my actions.
5. CEO's must have an above average energy level.
6. CEO position was the appropriate job choice.

Sense of Losing Control as it Relates to Managing the Organization

There are three (3) statements which were presented in the survey that are relevant to this major issue and concern. Tables 5.16 through 5.18 which follow provides the data offered by the participants that responded to these statements. The statements are as follows:

Table 5.16 Excessive regulations of the government funding (referral) agency(ies) has had a significant negative impact on the control I have in managing my center.

Table 5.17 I find the political pressures of this job to be very stressful.

Table 5.18 I often feel that I am expected to do more than what is humanly possible in this position.

Table 5.16

Excessive regulations of the government funding agency(ies) has had a significant negative impact on the control I have in managing my center.

Response

	Number	Percent	Number	Percent
Strongly Agree........	19	27.1% .. }		
			} 39	55.7%
Agree...............	20	28.6% .. }		
Undecided............	13	18.6% .. } 13		18.6%
Disagree.............	17	24.3% .. }		
			} 17	24.3%
Strongly Disagree.....	--	-- .. }		
No Response..........	1	1.4% .. } 1		1.4%

Statistical Analysis

Mean. 3.594

Table 5.17

I find the political pressures of this job to be very
stressful.

	Number	Percent	Number	Percent
Strongly Agree........	6	8.6% . . }		
			} 33	47.1%
Agree.................	27	38.6% . . }		
Undecided.............	6	8.6% . . }	6	8.6%
Disagree..............	30	42.9% . . }		
			} 31	44.3%
Strongly Disagree.....	1	1.4% . . }		
No Response...........	--	-- . . } --		--

Statistical Analysis

Mean. 3.1

128

Table 5.18

I often feel that I am expected to do more than what is humanly possible in this position.

Response

	Number	Percent	Number	Percent
Strongly Agree........	6	8.6% . . }		
			} 23	32.9%
Agree.................	17	24.3% . . }		
Undecided.............	10	14.3% . . } 10		14.3%
Disagree..............	34	48.6% . . }		
			} 36	51.4%
Strongly Disagree.....	2	2.9% . . }		
No Response...........	1	1.4% . . } 1		1.4%

Statistical Analysis

Mean. 2.870

<u>Change as it Relates to Employment Training</u>
<u>and Placement Programs in Business and Industry as</u>
<u>the Only Training and Employment Option.</u> Also
<u>Responding to and Adjusting to Ongoing Changes in</u>
<u>General</u>

There are six (6) statements presented in the survey
that are relevant to this major issue and concern. Tables
5.19 through 5.24 which follow provide the data offered by
the participants that responded to these statements. The
statements are as follows:

Table 5.19   Change will always be a major challenge for a
             CEO.

Table 5.20   Sheltered workshops will always be a viable
             training and employment option for <u>some</u>
             people with disabilities.

Table 5.21   A CEO must have an above average ability to
             identify and adapt to change.

Table 5.22   Change is so rapid at times, I find it
             difficult to deal with.

Table 5.23   I believe that there should be a continuum of
             vocational rehabilitation services available
             to people with disabilities.

Table 5.24   I am adequately prepared to deal with the
             challenges that change may present.

Table 5.19

Change will always be a major challenge for a CEO.

<u>Response</u>

	Number	Percent		Number	Percent
Strongly Agree........	44	62.9% . . }			
			}	68	97.1%
Agree.................	24	34.3% . . }			
Undecided.............	2	2.9% . . }	2		2.9%
Disagree..............	--	-- . . }			
			}	--	--
Strongly Disagree.....	--	-- . . }			
No Response...........	--	-- . . }	--		--

Statistical Analysis

Mean. 4.6

Table 5.20

Sheltered workshops will always be a viable training
and employment option for some people with
disabilities.

Response

	Number	Percent		Number	Percent
Strongly Agree.........	24	34.3% . . }			
			}	51	72.9%
Agree................	27	38.6% . . }			
Undecided............	13	18.6% . . }		13	18.6%
Disagree.............	4	5.7% . . }			
			}	6	8.5%
Strongly Disagree.....	2	2.8% . . }			
No Response..........	--	-- . . }		--	--

Statistical Analysis

Mean. 3.957

132

Table 5.21

A CEO must have an above average ability to identify and adapt to change.

Response

	Number	Percent	Number	Percent
Strongly Agree........	40	57.1% . . }	}	
Agree.................	26	37.1% . . }	66	94.3%
Undecided.............	--	-- . . }	--	--
Disagree.............	4	5.7% . . }	}	
Strongly Disagree.....	--	-- . . }	4	5.7%
No Response..........	--	-- . . }	--	--

Statistical Analysis

Mean. 4.457

133

Table 5.22

Change is so rapid at times, I find it difficult to deal with.

Response

	Number	Percent	Number	Percent
Strongly Agree........	3	4.3% .. }		
			18	25.7%
Agree................	15	21.4% .. }		
Undecided............	9	12.9% .. }	9	12.9%
Disagree.............	39	55.7% .. }		
			42	60.0%
Strongly Disagree.....	3	4.3% .. }		
No Response..........	1	1.4% .. }	1	1.4%

Statistical Analysis

Mean. 2.652

134

Table 5.23

I believe that there should be a continuum of vocational rehabilitation services available to people with disabilities.

Response

	Number	Percent	Number	Percent
Strongly Agree........	47	67.1% . . }		
			} 63	90.0%
Agree................	16	22.9% . . }		
Undecided............	4	5.7% . . } 4		5.7%
Disagree.............	1	1.4% . . }		
			} 2	2.9%
Strongly Disagree.....	1	1.4% . . }		
No Response..........	1	1.4% . . } 1		1.4%

Statistical Analysis

Mean. 4.551

Table 5.24

I am adequately prepared to deal with the challenges that change may present.

Response

	Number	Percent	Number	Percent
Strongly Agree........	18	25.7% . . }		
			} 64	91.4%
Agree.................	46	65.7% . . }		
Undecided............	5	7.1% . . }	5	7.1%
Disagree.............	--	-- . . }		
			} --	--
Strongly Disagree.....	--	-- . . }		
No Response..........	1	1.4% . . }	1	1.4%

Statistical Analysis

Mean. 4.188

Financial Resources and Management

There are three (3) statements which were presented in the survey that are relevant to this major issue and concern. Tables 5.25 through 5.27 which follow provide the data offered by the participants that responded to these statements. The statements are as follows:

Table 5.25 The financial management aspect of this job is very difficult.

Table 5.26 Cash flow always seems to be a constant problem that I must deal with.

Table 5.27 The state funding (referral) agency(ies) provides financial support to my center for programs and services.

Table 5.25

The financial management aspect of this job is very difficult.

Response

	Number	Percent		Number	Percent
Strongly Agree........	16	22.9% . . }			
			}	48	68.6%
Agree.................	32	45.7% . . }			
Undecided.............	4	5.7% . . }	4		5.7%
Disagree..............	15	21.4% . . }			
			}	17	24.3%
Strongly Disagree.....	2	2.9% . . }			
No Response...........	1	1.4% . . }	1		1.4%

Statistical Analysis

Mean. 3.652

Table 5.26

Cash flow always seems to be a constant problem that
I must deal with.

Response

	Number	Percent	Number	Percent
Strongly Agree........	17	24.3% . . }		
			} 43	61.4%
Agree.................	26	37.1% . . }		
Undecided.............	4	5.7% . . }	4	5.7%
Disagree..............	20	28.6% . . }		
			} 21	30.0%
Strongly Disagree.....	1	1.4% . . }		
No Response...........	2	2.9% . . }	2	2.9%

Statistical Analysis

Mean. 3.559

Table 5.27

The state funding agency(ies) provide reasonable support to my center for programs and services.

Response

	Number	Percent	Number	Percent
Strongly Agree........	1	1.4% . . }		
			} 24	34.3%
Agree.................	23	32.9% . . }		
Undecided.............	2	2.9% . . }	2	2.9%
Disagree..............	27	38.6% . . }		
			} 42	60.0%
Strongly Disagree.....	15	21.4% . . }		
No Response...........	2	2.9% . . }	2	2.9%

Statistical Analysis

Mean. 2.529

The State Funding (Referral) Agency(ies)

There are two (2) statements which were presented in the survey that are relevant to this major issue and concern Tables 5.28 and 5.29 which follow provide the data offered by the participants that responded to these statements. The statements are as follows:

Table 5.28   In general, the state funding (referral) agency(ies) is supportive of my efforts to provide programs and services to people with disabilities.

Table 5.29   The state funding agency(ies) has imposed a significant amount of "pressure" on my center to develop programs in business and industrial situations (supported employment).

Table 5.28

In general, the state funding (referral) agency(ies) is supportive of my efforts to provide programs and services to people with disabilities.

Response

	Number	Percent	Number	Percent
Strongly Agree........	7	10.0% . . }		
			} 40	57.1%
Agree................	33	47.1% . . }		
Undecided............	14	20.0% . . } 14		20.0%
Disagree.............	11	15.7% . . }		
			} 16	22.9%
Strongly Disagree.....	5	7.1% . . }		
No Response...........	--	-- . . } --		--

Statistical Analysis

Mean. 3.371

142

Table 5.29

The state funding agency(ies) has imposed a significant amount of "pressure" on my center to develop programs in business and industrial situations (supported employment).

Response

	Number	Percent	Number	Percent
Strongly Agree........	22	31.4% . . }		
			} 47	67.1%
Agree................	25	35.7% . . }		
Undecided.............	6	8.6% . . }	6	8.6%
Disagree..............	14	20.0% . . }		
			} 15	21.4%
Strongly Disagree.....	1	1.4% . . }		
No Response...........	2	2.9% . . }	2	2.9%

Statistical Analysis

Mean. 3.779

Personnel Recruitment and Retention

There are four (4) statements which were presented in the survey that are relevant to this major issue and concern. Tables 5.30 through 5.33 which follow provide the data offered by participants that responded to these statements. The statements are as follows:

Table 5.30   Recruiting qualified staff is one of my major concerns.

Table 5.31   It is difficult to attract and retain qualified staff because of the salaries my center is able to offer.

Table 5.32   Keeping qualified staff is a major concern that I have.

Table 5.33   There is serious competition in the recruitment of qualified staff among private, non-profit vocational rehabilitation centers.

Table 5.30

Recruiting qualified staff is one of my major concerns.

Response

	Number	Percent		Number	Percent
Strongly Agree........	45	64.3% . . }			
			}	66	94.3%
Agree.................	21	30.0% . . }			
Undecided.............	3	4.3% . . }	3		4.3%
Disagree..............	1	1.4% . . }			
			}	1	1.4%
Strongly Disagree.....	--	-- . . }			
No Response...........	--	-- . . }	--		--

Statistical Analysis

Mean. 4.571

145

Table 5.31

It is difficult to attract and retain qualified staff
because of the salaries my center is able to offer.

Response

	Number	Percent	Number	Percent
Strongly Agree.........	27	38.6% . . }		
			} 56	80.0%
Agree.................	29	41.4% . . }		
Undecided.............	6	8.6% . . } 6		8.6%
Disagree..............	8	11.4% . . }		
			} 8	11.4%
Strongly Disagree.....	--	-- . . }		
No Response...........	--	-- . . } --		--

Statistical Analysis

Mean. 4.071

Table 5.32

Keeping qualified staff is a major concern that I have.

Response

	Number	Percent		Number	Percent
Strongly Agree........	31	44.3% . . }			
			}	66	94.3%
Agree.................	35	50.0% . . }			
Undecided.............	1	1.4% . . }	1	1.4%
Disagree..............	2	2.9% . . }			
			}	2	2.9%
Strongly Disagree.....	--	-- . . }			
No Response...........	1	1.4% . . }	1	1.4%

Statistical Analysis

Mean. 4.377

147

Table 5.33

There is serious competition in the recruitment of qualified staff among private, non-profit vocational rehabilitation centers.

Response

	Number	Percent		Number	Percent
Strongly Agree........	22	31.4% . . }			
			}	57	81.4%
Agree.................	35	50.0% . . }			
Undecided.............	7	10.0% . . }	7	10.0%	
Disagree..............	5	7.1% . . }			
			}	5	7.1%
Strongly Disagree.....	--	-- . . }			
No Response...........	1	1.4% . . }	1	1.4%	

Statistical Analysis

Mean. 4.072

148

Impact the Job has on Family and Social Life

There are five (5) statements which were presented in the survey that are relevant to this major issue and concern. Tables 5.34 through 5.38 which follow provide the data offered by the participants that responded to these statements. The statements are as follows:

Table 5.34 My family understands and accepts the time demands of my job.

Table 5.35 This job has had a positive impact on my family life.

Table 5.36 As a consequence of this job, I have had very little time to socialize.

Table 5.37 I often feel bad that the time demand of my job imposes on my family time.

Table 5.38 The time demands of this job are so consuming that I have little time for avocational interests.

Table 5.34

My family understands and accepts the time demands of my job.

Response

	Number	Percent	Number	Percent
Strongly Agree........	12	17.1% . . }		
			} 55	78.6%
Agree.................	43	61.4% . . }		
Undecided.............	6	8.6% . . } 6		8.6%
Disagree..............	8	11.4% . . }		
			} 9	12.6%
Strongly Disagree.....	1	1.4% . . }		
No Response...........	--	-- . . } --		--

Statistical Analysis

Mean. 3.814

Table 5.35

This job has had a positive impact on my family life.

Response

	Number	Percent		Number	Percent
Strongly Agree........	11	15.7% . . }			
			}	36	51.4%
Agree.................	25	35.7% . . }			
Undecided............	17	24.3% . . }	17	24.3%
Disagree.............	13	18.6% . . }			
			}	17	24.3%
Strongly Disagree.....	4	5.7% . . }			
No Response..........	--	-- . . }	--	--

Statistical Analysis

Mean. 3.371

151

Table 5.36

As a consequence of this job, I have had very little time to socialize.

Response

	Number	Percent	Number	Percent
Strongly Agree........	5	7.1% . . }		
			} 29	41.4%
Agree.................	24	34.3% . . }		
Undecided.............	6	8.6% . . }	6	8.6%
Disagree..............	30	42.9% . . }		
			} 35	50.0%
Strongly Disagree.....	5	7.1% . . }		
No Response...........	--	-- . . }	--	--

Statistical Analysis

Mean. 2.914

152

Table 5.37

I often feel bad that the time demands of my job
imposes on my family time.

Response

	Number	Percent	Number	Percent
Strongly Agree........	8	11.4% . . }		
			} 29	41.4%
Agree................	21	30.0% . . }		
Undecided............	13	18.6% . . } 13	13	18.6%
Disagree.............	25	35.7% . . }		
			} 27	38.6%
Strongly Disagree.....	2	2.9% . . }		
No Response..........	1	1.4% . . } 1	1	1.4%

Statistical Analysis

Mean. 3.116

Table 5.38

The time demands of this job are so consuming that I have little time for avocational interests.

Response

	Number	Percent	Number	Percent
Strongly Agree........	7	10.0% . . }		
			} 24	34.3%
Agree.................	17	24.3% . . }		
Undecided.............	3	4.3% . . }	3	4.3%
Disagree..............	39	55.7% . . }		
			} 42	60.0%
Strongly Disagree.....	3	4.5% . . }		
No Response...........	1	1.4% . . }	1	1.4%

Statistical Analysis

Mean. 2.797

154

Attraction of the Job

There are six (6) statements which were presented in the survey that are relevant to this important opinion and feeling. Tables 5.39 through 5.44 which follow provide the data offered by the participants that responded to these statements. The statements are as follows:

Table 5.39 The diversity of my work makes this job appealing.

Table 5.40 I receive adequate recognition for the accomplishment of my work.

Table 5.41 I enjoy the power of the CEO position.

Table 5.42 My salary is commensurate to my responsibilities.

Table 5.43 My work has had a significant impact on improving the quality of life of the clients my center serves.

Table 5.44 I enjoy the authority of the CEO position.

Table 5.39

The diversity of my work makes this job appealing.

Response

	Number	Percent	Number	Percent
Strongly Agree........	53	75.7% . . }		
			} 69	98.6%
Agree................	16	22.9% . . }		
Undecided............	1	1.4% . . } 1		1.4%
Disagree.............	--	-- . . }		
			} --	--
Strongly Disagree.....	--	-- . . }		
No Response...........	--	-- . . } --		--

Statistical Analysis

Mean. 4.742

Table 5.40

I receive adequate recognition for the accomplishments of my work.

Response

	Number	Percent	Number	Percent
Strongly Agree........	10	14.3% . . }		
			} 46	65.7%
Agree................	36	51.4% . . }		
Undecided............	9	12.9% . . }	9	12.9%
Disagree.............	13	18.6% . . }		
			} 15	21.4%
Strongly Disagree.....	2	2.9% . . }		
No Response..........	--	-- . . }	--	--

Statistical Analysis

Mean. 3.557

157

Table 5.41

I enjoy the power of the CEO position.

Response

	Number	Percent		Number	Percent
Strongly Agree........	18	25.7% . . }			
			}	59	84.3%
Agree................	41	58.6% . . }			
Undecided............	2	2.9% . . }		2	2.9%
Disagree.............	7	10.0% . . }			
			}	9	12.8%
Strongly Disagree.....	2	2.9% . . }			
No Response..........	--	-- . . }		--	--

Statistical Analysis

Mean. 3.943

Table 5.42

My salary is commensurate to my responsibilities.

Response

	Number	Percent	Number	Percent
Strongly Agree........	7	10.0% . . }	} 29	41.4%
Agree.................	22	31.4% . . }		
Undecided.............	8	11.4% . . } 8		11.4%
Disagree..............	19	27.1% . . }	} 32	45.7%
Strongly Disagree.....	13	18.6% . . }		
No Response...........	1	1.4% . . } 1		1.4%

Statistical Analysis

Mean. 2.870

Table 5.43

My work has had a significant impact on improving the
quality of life of the clients my center serves.

Response

	Number	Percent		Number	Percent
Strongly Agree........	18	25.7% . . }			
				68	97.1%
Agree.................	50	71.4% . . }			
Undecided.............	1	1.4% . . }	1		1.4%
Disagree..............	--	-- . . }			
				--	--
Strongly Disagree.....	--	-- . . }			
No Response...........	1	1.4% . . }	1		1.4%

Statistical Analysis

Mean. 4.246

Table 5.44

I enjoy the authority of the CEO position.

Response

	Number	Percent	Number	Percent
Strongly Agree........	17	24.3% . . }		
Agree.................	43	61.4% . . }	60	85.7%
Undecided.............	2	2.9% . . }	2	2.9%
Disagree.............	7	10.0% . . }		
Strongly Disagree.....	--	-- . . }	7	10.0%
No Response..........	1	1.4% . . }	1	1.4%

Statistical Analysis

Mean. 4.014

Other Important Opinions and Feelings

There are six (6) statements which were presented in the survey that are relevant to several other important opinions and feelings. Tables 5.45 through 5.50 which follow provide the data offered by the participants that responded to these statements. The statements are as follows:

Table 5.45   This job is often emotionally draining.

Table 5.46   My academic background is adequate for the role of an executive director.

Table 5.47   My previous job experience(s) adequately prepared me for the role of executive director.

Table 5.48   Others often do not understand the reasons for my actions.

Table 5.49   A CEO must have an above average energy level.

Table 5.50   I feel that the CEO position was the appropriate job choice for me.

Table 5.45

This job is often emotionally draining.

	Number	Percent	Number	Percent
Strongly Agree........	19	27.1% . . }		
			} 58	82.9%
Agree.................	39	55.7% . . }		
Undecided.............	7	10.0% . . }	7	10.0%
Disagree..............	3	4.3% . . }		
			} 4	5.7%
Strongly Disagree.....	1	1.4% . . }		
No Response...........	1	1.4% . . }	1	1.4%

Statistical Analysis

Mean. 4.043

Table 5.46

My academic background is adequate for the role of
executive director.

Response

	Number	Percent	Number	Percent
Strongly Agree........	18	25.7% . . }		
			} 60	85.7%
Agree.................	42	60.0% . . }		
Undecided.............	4	5.7% . . } 4		5.7%
Disagree..............	5	7.1% . . }		
			} 5	7.1%
Strongly Disagree.....	--	-- . . }		
No Response...........	1	1.4% . . } 1		1.4%

Statistical Analysis

Mean. 4.058

Table 5.47

My previous job experience(s) adequately prepared me
for the role of executive director.

Response

	Number	Percent	Number	Percent
Strongly Agree........	22	31.4% . . }		
			} 55	78.6%
Agree.................	33	47.1% . . }		
Undecided.............	6	8.6% . . }	6	8.6%
Disagree..............	8	11.4% . . }		
			} 8	11.4%
Strongly Disagree.....	--	-- . . }		
No Response...........	1	1.4% . . }	1	1.4%

Statistical Analysis

Mean. 4.000

Table 5.48

Others often do not understand the reasons for my actions.

Response

	Number	Percent		Number	Percent
Strongly Agree.......	5	7.1% ..	}		
			}	23	32.9%
Agree................	18	25.7% ..	}		
Undecided............	13	18.6% ..	}	13	18.6%
Disagree.............	30	42.9% ..	}		
			}	32	45.9%
Strongly Disagree....	2	2.9% ..	}		
No Response..........	2	2.9% ..	}	2	2.9%

Statistical Analysis

Mean. 2.912

166

Table 5.49

A CEO must have an above average energy level.

Response

	Number	Percent	Number	Percent
Strongly Agree.........	40	57.1% . . }		
		} 66	94.3%
Agree.................	26	37.1% . . }		
Undecided.............	3	4.3% . . } 3	4.3%
Disagree..............	--	-- . . }		
		} --	--
Strongly Disagree.....	--	-- . . }		
No Response...........	1	1.4% . . } 1	1.4%

Statistical Analysis

Mean. 4.536

Table 5.50

I feel that the CEO position was the appropriate
choice for me.

Response

	Number	Percent	Number	Percent
Strongly Agree........	37	52.9% . . }		
			} 65	92.9%
Agree.................	28	40.0% . . }		
Undecided.............	3	4.3% . . }	3	4.3%
Disagree..............	1	1.4% . . }		
			} 1	1.4%
Strongly Disagree.....	--	-- . . }		
No Response...........	1	1.4% . . }	1	1.4%

Statistical Analysis

Mean. 4.464

Data Analysis and Discussion

In this section of Chapter V, the data presented in the previous section will be analyzed and discussed. The six (6) major issues and concerns and the several other relevant opinions and feelings will be presented and discussed individually.

The statistical significance of the data for each statement related to the major issues and concerns and other relevant opinions and feelings will be identified and construed. The following measures will be applied in the statement analysis:

1. <u>High Level of Agreement</u>: Statements in which sixty-five percent (65.0%) of the participants responded by indicating either agreement or strong agreement.

2. <u>High Level of Disagreement</u>: Statements in which sixty-five percent (65.0%) of the participants responded by indicating either disagreement or strong disagreement.

3. <u>No Significant Level of Agreement or Disagreement</u>: Participant responses that do not meet the definition of either number one (1) or two (2) above.

<u>Sense of Losing Control as it Relates to Managing</u>
<u>the Organization</u>

Three (3) statements in this study are related to the
major issue and concern of a Sense of Losing Control as it
Relates to Managing the Organization (Tables 5.16 - 5.18).
Analysis of the responses to these statements show no
significant level of agreement or disagreement to any of
them.   These three statements are as follows:

No Significant Level of Agreement or Disagreement

1. Excessive regulations of the government funding
   agency(ies) has had a significant negative impact
   on the control I have in managing my center. (Table
   5.16)

   Mean Score: 3.594

	Response Rate	Percent
Strongly Agree or Agree	39	55.7%
Undecided	13	18.6%
Strongly Disagree or Disagree	17	24.3%

2. I find the political pressures of this job to be
    very stressful. (Table 5.17)

    Mean Score: 3.10

	Response Rate	Percent
Strongly Agree or Agree	33	47.1%
Undecided	6	8.6%
Strongly Disagree or Disagree	31	44.3%

3. I often feel that I am expected to do more than what is humanly possible in this position. (Table 5.18)

Mean Score: 2.870

	Response Rate	Percent
Strongly Agree or Agree	23	32.9%
Undecided	10	14.3%
Strongly Disagree or Disagree	36	51.4%

Change as it Relates to Employment Training and Placement Programs in Business and Industry as the Only Training and Employment Option. Also Responding to and Adjusting to Ongoing Changes in General

Six statements in this study related to the major issue and concern of Change as it Relates to Employment Training and Placement in Business and Industry as the Only Training and Employment Option. Also Responding to and Adjusting to Ongoing Changes in General (Tables 5.19 - 5.24). Data analysis revealed a high level of agreement with five statements and no significant level of agreement or disagreement with the remaining statement. The following statements are those that demonstrate a high level of agreement among the participants:

1. Change will always be a major challenge for a CEO. (Table 5.19)

Mean Score: 4.6

	Response Rate	Percent
Strongly Agree or Agree	68	97.1%

2. Sheltered workshops will always be a viable and employment option for some people with disabilities. (Table 5.20)

   Mean Score: 3.957

	Response Rate	Percent
Strongly Agree or Agree	51	72.9%

3. A CEO must have an above average ability to identify and adapt to change. (Table 5.21)

   Mean Score: 4.457

	Response Rate	Percent
Strongly Agree or Agree	66	94.3%

4. I believe that there should be a continuum of vocational rehabilitation services available to people with disabilities. (Table 5.23)

   Mean Score: 4.551

	Response Rate	Percent
Strongly Agree or Agree	63	90.0%

5. I am adequately prepared to deal with the challenges that change may present. (Table 5.24)

   Mean Score: 4.188

	Response Rate	Percent
Strongly Agree or Agree	64	91.4%

No Significant Level of Agreement or Disagreement

Data analysis revealed no significant level of agreement or disagreement for one statement related to the

following major issue and concern of Change as it Relates
to Employment Training and Placement Programs in Business
and Industry as the Only Training and Employment Option.
Also Responding to and Adjusting to Ongoing Changes in
General:

1. Change is so rapid at times I find it difficult
    to deal with. (Table 5.22)

    Mean Score: 2.652

	Response Rate	Percent
Strongly Agree or Agree	18	25.7%
Undecided	9	12.9%
Strongly Disagree or Disagree	42	60.0%

Financial Resources and Management

Three statements in this study were relevant to the
major issue and concern of Financial Resources and
Management (Tables 5.25 - 5.27). The analysis of
responses to these statements show that there is a high
level of agreement among the participants for one of the
statements and no significant level of agreement or
disagreement for the other two. The statement revealing a
high level of agreement is the following:

High Level of Agreement

1. The financial management aspect of this job is
    very difficult. (Table 5.25)

    Mean Score: 3.652

	Response Rate	Percent
Strongly Agree or Agree	48	68.6%

No Significant Level of Agreement or Disagreement

No significant level of agreement or disagreement was
discovered among the participant responses for the two
following statements related to the major issue and concern
of Financial Resources and Management:

1. Cash flow always seems to be a constant problem
    that I must deal with. (Table 5.26)

    Mean Score: 3.559

	Response Rate	Percent
Strongly Agree or Agree	43	61.4%
Undecided	4	5.7%
Strongly Disagree or Disagree	21	30.0%

2. The state funding agency(ies) provides reasonable
    financial support to my center for programs and
    services. (Table 5.27)

    Mean Score: 2.529

	Response Rate	Percent
Strongly Agree or Agree	24	34.3%
Undecided	2	2.9%
Strongly Disagree or Disagree	42	60.0%

The State Funding (Referral) Agency(ies)

The study contained two statements that related to the major issue and concern, the State Funding (Referral) Agency(ies) (Tables 5.28 and 5.29). Analysis of the responses to these statements show that participants have a high level of agreement for one and no significant level of agreement or disagreement for the other. The following statement demonstrates a high level of agreement by the participants:

High Level of Agreement

1. The state funding agency(ies) has imposed a significant amount of "pressure" on my center to develop programs in business and industrial situations (supported employment). (Table 5.29)

   Mean Score: 3.779

	Response Rate	Percent
Strongly Agree or Agree	47	67.1%

No Significant Level of Agreement or Disagreement

Analysis of the data reveal no significant level of agreement or disagreement to the following statement related to the State Funding (Referral) Agency(ies):

1. In general, the state funding (referral) agency(ies) is supportive of my efforts to provide programs and services to people with disabilities. (Table 5.28)

Mean Score: 3.371

	Response Rate	Percent
Strongly Agree or Agree	40	57.1%
Undecided	14	20.0%
Strongly Disagree or Disagree	16	22.9%

Personnel Recruitment and Retention

Four statements in this study were germane to the major issue and concern of Personnel Recruitment and Retention.   The responses of the participants demonstrate a high level of agreement to each of the statements (Tables 5.30 - 5.33).   These statements are as follows:

High Level of Agreement

1. Recruiting qualified staff is one of my major concerns.   (Table 5.30)

Mean Score: 4.571

	Response Rate	Percent
Strongly Agree or Agree	66	94.3%

2. It is difficult to attract and retain qualified staff because of the salaries my center is able to offer. (Table 5.31)

   Mean Score: 4.071

	Response Rate	Percent
Strongly Agree or Agree	56	80.0%

3. Keeping qualified staff is a major concern that I have. (Table 5.33)

   Mean Score: 4.377

	Response Rate	Percent
Strongly Agree or Agree	66	94.3%

4. There is serious competition in the recruitment of qualified staff among private, non-profit vocational rehabilitation centers. (Table 5.33)

   Mean Score: 4.072

	Response Rate	Percent
Strongly Agree or Agree	57	81.4%

Impact the Job has on Family and Social Life

Five statements in this study are related to the major issue and concern the Impact the Job has on Family and Social Life (Tables 5.34 - 5.38). The data analysis of these statements have disclosed that participants highly agree with only one and do not have any significant level of agreement or disagreement with the other four. The statement in which participants have a high level of agreement is the following:

High Level of Agreement

1. My family understands and accepts the demands of
    my job.   (Table 5.34)

    Mean Score: 3.814

	Response Rate	Percent
Strongly Agree or Agree	55	78.6%

No Significant Level of Agreement or Disagreement

Analysis of the responses provided by the participants
related to the major issue and concern the Impact the Job
has on Family and Social Life show no significant level of
agreement or disagreement for four of the following
statements:

1. The job has had a positive impact on my family
    life.   (Table 5.35)

    Mean Score: 3.371

	Response Rate	Percent
Strongly Agree or Agree	36	51.4%
Undecided	17	24.3%
Strongly Disagree or Disagree	17	24.3%

2. As a consequence of this job, I have had very
    little time to socialize.   (Table 5.36)

    Mean Score: 2.914

	Response Rate	Percent
Strongly Agree or Agree	29	41.4%
Undecided	6	8.6%
Strongly Disagree or Disagree	35	50.0%

3. I often feel bad that the time demands of my job imposes on my family time. (Table 5.37)

Mean Score: 3.116

	Response Rate	Percent
Strongly Agree or Agree	29	41.4%
Undecided	13	18.6%
Strongly Disagree or Disagree	27	38.6%

4. The time demands of this job are so consuming that I have little time for avocational interests. (Table 5.38)

Mean Score: 2.797

	Response Rate	Percent
Strongly Agree or Agree	24	34.3%
Undecided	3	4.3%
Strongly Disagree or Disagree	42	60.0%

Attraction of the Job

There were several opinions and feelings that were identified as important to the participants in the case study section of this report, Chapter IV. These opinions and feelings relate to the Attraction of the Job. Six statements in this study focus on the Attraction of the Job (Tables 5.39 - 5.44). The analysis of the data indicates a high level of agreement among participants with five statements and no significant level of agreement or disagreement with the sixth. The following are statements demonstrating a high level of agreement:

High Level of Agreement

1. The diversity of my work makes this job appealing.
    (Table 5.39)

    Mean Score: 4.742

	Response Rate	Percent
Strongly Agree or Agree	69	98.6%

2. I receive adequate recognition for the
    accomplishments of my work. (Table 5.40)

    Mean Score: 3.557

	Response Rate	Percent
Strongly Agree or Agree	46	65.7%

3. I enjoy the power of the CEO position.
    (Table 5.41)

    Mean Score: 3.943

	Response Rate	Percent
Strongly Agree or Agree	59	84.3%

4. My work has has a significant impact on improving
    the quality of life of the clients my center
    serves. (Table 5.43)

    Mean Score: 4.246

	Response Rate	Percent
Strongly Agree or Agree	68	97.1%

5. I enjoy the authority of the CEO position.
    (Table 5.44)

    Mean Score: 4.014

	Response Rate	Percent
Strongly Agree or Agree	60	85.7%

No Significant Level of Agreement or Disagreement

Data analysis of responses to statements concerned with the Attraction of the Job indicates that the participants show no significant level of agreement or disagreement with the following statement:

1. My salary is commensurate to my responsibilities. (Table 5.42)

    Mean Score: 2.870

	Response Rate	Percent
Strongly Agree or Agree	29	44.4%
Undecided	8	11.4%
Strongly Disagree or Disagree	32	45.7%

Other Important Opinions and Feelings

This study contained six statements related to various Other Important Opinions and Feelings acknowledged by the participants in the case study section, Chapter IV, of this report (Tables 5.45 - 5.50). The responses of the participants show a high level of agreement with five of the statements and no significant level of agreement or disagreement with the remaining statement. The following are statements which show a high level of agreement:

High Level of Agreement

1. This job is often emotionally draining.
    (Table 5.45)

    Mean Score: 4.043

	Response Rate	Percent
Strongly Agree or Agree	58	82.9%

2. My academic background is adequate for the role of
    executive director. (Table 5.46)

    Mean Score: 4.058

	Response Rate	Percent
Strongly Agree or Agree	60	85.7%

3. My previous job experience(s) adequately prepared
    me for the role of executive director.
    (Table 5.47)

    Mean Score: 4.00

	Response Rate	Percent
Strongly Agree or Agree	55	78.6%

4. A CEO must have an above average energy level.
    (Table 5.49)

    Mean Score: 4.536

	Response Rate	Percent
Strongly Agree or Agree	66	94.3%

5. I feel that the CEO position was the appropriate
    choice for me. (Table 5.50)

    Mean Score: 4.464

	Response Rate	Percent
Strongly Agree or Agree	65	92.9%

No Significant Level of Agreement or Disagreement

Data analysis of one statement related to various
Other Important Opinions and Feelings did not show a
a significant level of agreement or disagreement among the
participants.   This statement is the following:

1.   Others often do not understand the reasons for my
     actions.   (Table 5.48)

   Mean Score: 2.913

	Response Rate	Percent
Strongly Agree or Agree	23	32.9%
Undecided	13	18.6%
Strongly Disagree or Disagree	32	45.9%

Summary

Quantitative data collected from the questionnaires
completed by chief executive officers (CEO's) of private,
non-profit vocational rehabilitation centers in the states
of Massachusetts and Connecticut were analyzed and
presented.   The chapter was organized into the following
three sections:

1.   The Demographic Data

2.   The Survey Data

3.   Data Analysis and Discussion

The questionnaire was mailed during the months of
November and December 1988 to CEO's in Massachusetts and
Connecticut employed by private, non-profit vocational
rehabilitation centers registered with the U.S. Department
of Labor (DOL) and listed in the DOL Sheltered Workshop
Public Directory. During the time of this study there were
one hundred and fourteen (114) sheltered workshops listed
in the DOL directory. Seventy-seven (77) of these are
Massachusetts and thirty-seven (37) are Connecticut based
sheltered workshops. Questionnaires were not mailed to the
seven (7) CEO's who participated in either the case study
or questionnaire pretest. Questionnaires were mailed to
one hundred and seven (107) chief executives. Seventy-four
(74) are Massachusetts and thirty-three (33) are
Connecticut executives. Seventy (70) of the questionnaires
were completed and returned. This number reflects a
sixty-five and four-tenths percent (65.4%) return rate. It
would appear reasonable to make generalizations regarding
this CEO population based on this significant rate of
return.

Participant responses to thirty-five (35) Likert-type
statements were analyzed. Sixty-five percent (65.0%) or
more of the participants indicated a high level of
agreement with twenty-two (22) of the statements. There
was less than sixty-five percent (65.0%) agreement or
disagreement to the other thirteen (13) statements.

C H A P T E R   VI
PRESENTATION OF THE QUALITATIVE DATA

Introduction

In this study, chief executive officers (CEO's) of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut were asked to respond to a questionnaire containing thirty-five (35) Likert-type statements and five (5) open-ended questions. In this chapter, analysis of the qualitative data collected from the five open-ended questions will be presented and discussed.

The participants were instructed to provide written responses to each of the open-ended questions pertaining to their perception of their role as chief executive officers. This method of data gathering was used to offer the participants an opportunity to freely express and expound upon feelings and opinions that may not have been covered by the thirty-five Likert-type statements presented in the first part of the questionnaire. The conclusions and recommendations of this study will be based on the data collected from the quantitative and qualitative components of the questionnaire.

The data obtained from the open-ended questions will be presented in the following order:

1. Skills Necessary for CEO Success
2. Personality Attributes Necessary for CEO Success
3. Training to Enhance CEO Job Performance
4. Plan to Remain the CEO
5. The Greatest Challenges in the 1990's

Skills Necessary for CEO Success

The first question in this section of the survey was:

To become a successful CEO, an individual must possess the following skills:

	Response Rate	Percent
Responded	64	91.0%
No Response	6	9.0%
Total	70	100.0%

Response analysis of this question disclosed several major skill areas that were frequently cited by the participants. Rather than writing a sentence or paragraph, most participants listed commonly used terms to describe a particular skill. Although many of the terms provided described a general skill category, specific components of a general skill area were also noted by participants.

Communication Skills

The response noted most frequently by the participants was related to the communication skills area. Many of the participants simply wrote "communications" or "communication skills." Others offered specific responses included in the list below:

* Writing skills

* Speaking skills

* Ability to communicate and manage both verbally and in writing

* Good communication skills - verbal and writing skills

* Speaking skills (Public)

* Good oral communication skills

* Verbal abilities

* Language usage

* Ability to communicate effectively in motivating others

Financial Management Skills

The skill area that was noted very frequently by the participants was financial management. Many of the responses were written as "financial" or "financial management." Some of the participants used the term "fiscal" or "fiscal management." However, other participant responses were more specific. These

specific responses included the following:

* Budgeting

* Financial accounting

* Ability to review financial information

* Financial planning and management

* Understand the principles of budgeting
  and cash management

Interpersonal Skills

Interpersonal skills was another area that was frequently listed in response to this question. One participant wrote that a CEO should possess "Interpersonal and Intrapersonal Knowledge of human nature, ability to relate to all strata of service bureaucracy." Responses also related to the interpersonal skills area are noted below:

* People skills

* Strong people orientation

* Understanding of people

* Ability to deal with people

* Willingness to work with people

* Work well with board [board of directors]

* . . . deal with very many different types
  of people and organizations

* People handling skills

Personnel Management Skills

A skill area that was mentioned frequently by the participants that is closely related to the interpersonal skill area is personnel management. The researcher deemed the following responses are specifically related enough to personnel to be mentioned separately from the interpersonal skill area.

Participants commonly used the term "personnel" or "personnel management" as their preferred response. Others made reference to this particular skill area in a variety of ways. They are listed below:

* Being able to spot good people and keeping them
* Ability to utilize a variety of attributes possessed by staff and board
* Motivating staff
* Motivator
* People management
* Team building
* Delegation
* Supervisory

Problem Solving Skills

Responses related to the problem solving skills area were noted repeatedly by the participants. "Problem

solving" was the most frequently used term to refer to this skill area. Problem solving was also expressed in the following manner:

* Analytical problem solving skills

* Creative problem solving

* Identify problems and find solutions

* To have a logical procedural way to solve problems

Leadership Skills

Leadership skills were listed by participants frequently enough to deserve individual attention in this report. "Leadership" or Leadership Skills" were the terms typically cited. Only one participant provided a more detailed response. He/She stated " to lead staff rather than to force them into action."

Organizational Skills

The participants listed the term "Organizational" or "Organizational Skills" to describe this skill area. Other examples of responses related to this skill area are "high organizational skills" and "strong administrative and organizational skills."

Planning Skills

"Planning" is another skill area that was offered by the participants with considerable frequency. There were several specific responses listed such as "strategic planning," "long and short term planning," and "community planning."

Other Skill Areas

There were many other specific skills listed by the participants albeit with considerably less frequency. However, they were noted with enough frequency to be identified in this report. They are as follows:

* Listening
* Vision
* Politics
* Program Development
* Negotiation
* Mediation
* Creativity
* Fund raising
* Public relations and Development
* Marketing
* Decision making
* Crisis management

* Conflict management

* Intelligence

* Time management

* Resource Development and Utilization

* Being Organized

* Business Acumen

* Change management

* Ability to analyze

Although not considered a skill category by this researcher, "energy" or "high energy" was listed by the participants in response to this question.

Personality Attributes Necessary for CEO Success

The second question in this section of the survey was:

To become a successful CEO, an individual must possess the following personality attributes:

	Response Rate	Percent
Responded	62	89.0%
No Response	11	11.0%
Total	70	100.0%

Most of the participants responded to this question by jotting down a word or a list of words to describe what

they deemed are personality attributes. It could be
debated that several of the participant responses more
accurately reflected a skill area rather than a personality
attribute. There are also those that could support the
inclusion of some responses in either the skill or
personality attribute categories. However, the researcher
believes that it is more important to present the data
offered by the participants rather than debate the issue of
proper category selection.

Flexibility

The most frequent response to this question was
"flexibility." Other specific or related responses offered
by the participants included the following:

* Flexibility in choice of paths to get to goals and
  not minding if the (paths) are not self-generated
* Ability to quickly shift gears
* Open to new (or old) and better ways
* Open-Minded
* Flexibility/adaptability
* Adapts to change
* Cooperativeness
* Ability to juggle many issues at the same time
* Ability to tolerate change

Personable

There were numerous responses to this question that suggested being personable is a very important ingredient in the recipe of CEO success. Two (2) frequently listed words were "friendly" and "outgoing." Other responses used repeatedly by the participants included the following:

* Pleasant   * Approachable

* Polite   * Humble

* Optimistic   * Compassionate

* Sensitive   * Warmth

Many participants stated that having a "sense of humor" was a necessary personality attribute for CEO success. The responses also indicated that being "fair," "objective," "understanding," and "empathetic" are desirable qualities for an individual in the CEO position.

Firm and Strong

There are a number of participants that felt being "firm" and "strong" are important qualities that contribute to CEO success. Responses related to these terms were "a hard shell" and "thick skinned."

Self-Control

Many responses provided by the participants indicated that self-control was an important personal attribute necessary for CEO success. The following are examples of those responses:

* Stability

* Balance

* Even tempered

* Slow to anger

* Capable of keeping cool in emergencies

* Control anger and frustration

* Even Keel

Other Listed Personality Attributes

"Perseverance," "determination," "commitment," and "self-confidence" were common responses to this question. "Patience" was also a frequent response recorded by the participants. One of the participant's qualified his/her response by stating that a CEO must be "patient, yet driven to improve organization and services."

A significant number of the participants listed "integrity" and "honesty" as valued CEO personality attributes. One individual wrote that a successful CEO must have "high moral and ethical personality standards."

A fair number of the participants noted "leadership" as an important attribute. Several included the term

"charisma" on their response list to this question.

"High energy" was another frequent response listed by the participants. One individual stated that a successful CEO must have "energy reserves," while another used the term "untiring."

An appreciable number of participants stated that "listening" or "willingness to listen to others" was a favorable personality attribute needed for CEO success.

The following is a list of responses that were offered by the participants, but with considerably less frequency than those previously described:

* Curious   * Visionary orientation

* Likes responsibility   * Learn from mistakes

* Self-awareness   * Self-motivated

* Goal oriented   * Persuasive - ability
                                     to influence

* Decisiveness   * Tolerance

* Bright/intelligence   * Versatile

* Self-directed   * Risk taker

* Courage   * Firm beliefs

* Aggressive   * Competitive

* Assertive   * Reasonable

* Compulsive   * Dependable

* Willingness to guide   * Ability to deal
  and teach   with criticism,
                                     change, and stress

196

<u>Training to Enhance CEO Job Performance</u>

The third question in this section of the survey was:

What areas of training do you feel you could benefit
from to enhance your job performance?

	Response Rate	Percent
Responded	60	85.7%
No Response	10	14.3%
Total	70	100.0%

Response analysis of this question disclosed several
subject areas in which the participants felt training would
improve their job performance. Many of the participants
selected general topic areas, while some responded by
listing specific components of a general subject area.

Financial Management

The most overwhelming response written by the
participants was in the area of "financial management."
One participant stated that he/she could benefit from
training in "corporate CEO level financial planning." A
second participant reported that training in "financial
management geared toward management controls" would be
helpful. Other specific participant responses included
"budgetary, financial management," "accounting," and
"fiscal matters."

Personnel Management

"Personnel management" was frequently noted by the
participants in response to this question. Several of the
responses in this subject area revealed concern for
personnel management training as it relates to the law.
One participant stated that "people management with respect
to laws and personnel retention" would be a desired
training experience. A second participant would favor
training involving various aspects of "human
relations-personnel regulations", and a third simply stated
"personnel-law." Another participant expressed a
preference for training in "recruiting qualified staff,
especially key staff positions."

Computer Knowledge and Training

Another popular response to this question was
"computer training" or "computer knowledge." "Use of
M.I.S. equipment-computers" was a way one participant
expressed his/her training need. Others simply stated that
they would like to possess more "computer skills."

Selected Areas of Management Training

A considerable number of responses suggested that
basic management skill training would be valued by the

participants. "Management strategies" and "management science" were noted areas of training choice. One participant addressed his/her management training need in this way:

> An overall course in management in the 1990's which would pull together the various pieces of management; planning, budgeting, supervising, etc.-and look at those pieces in the context of the realities of the coming decade. For example, management skills applied to budget cuts, changing federal and national priorities, changing attitudes regarding work (staff attitudes, not clients), etc.

Fund Raising

"Fund raising" was listed repeatedly as a needed training area by the participants. One individual noted that he/she could benefit from training in "finding alternate funding sources."

Other Listed Training Needs

The following are responses offered by the participants regarding their training needs that were noted with a fair amount of frequency:

* Public Speaking

* Public Relations

* Time Management

* Stress Management

* Marketing

* Planning - Long and Short Term

* Problem Solving

* Change Management

* Clinical Training/knowledge

The following responses were listed at least once:

* Role Definition

* Setting limits

* Trusting others

* Doctor's degree for looks only

* MBA

* Negotiation technique

* Legal support to retain the autonomy (liability) of corp.

* How to modify control issues of state government

* Employment opportunity in human services through the 1990's

* Regulations influencing workshops

* Rather than training, informal groups with other CEO's

* Techniques to improve moral and sense of belonging

* Stimulating innovation in staff

* Crisis management - Since I retired seven years ago, I have been called into five seriously troubled rehabilitation centers.

* Development of ongoing program evaluation systems to meet CARF guidelines.

* Community development

* Spanish

* Lobbying

* Sales

Plan to Remain the CEO

The fourth question in this section of the survey was:
I plan to remain the CEO of my center because:

	Response Rate	Percent
Responded	63	90.0%
No Response	7	10.0%
Total	70	100.0%

Several themes emerged from the data analysis of this question. The manner in which the participants expressed their answers varied slightly, but the content remained basically the same.

Enjoy the Job/Work/Relationships

The most frequent response provided by the participants were statements relating to their personal feelings about the job. Many of the participants simply stated that they would continue in their present position because "I enjoy it" or "I love the job." One of the participants answered the question with an apparent sense of self-confidence. He/she stated, "I love the work - I'm good at it - and I make a difference." Two of the participants indicated that they enjoy their job, but find it fatiguing One stated "I still enjoy my work despite the demands put upon me by my board, human service agencies

etc. I have been able to handle burnout." The other

reported that "its a great job - tiring at times, but

great, impacting on society."

Other participants stated that they intend to continue

their tenure as CEO because "I enjoy the staff and clients

and community I serve" or "I enjoy a good working

relationship with our board."

The Challenges

The second most frequent response to this question

relates to the challenge(s) of the CEO position. Several

participants wrote "challenge" or "challenges" as their

response. A considerable number of individuals offered

more detailed and specific answers. These answers include

the following:

* There is always a challenge to meet, changes to
  make, meet new needs . . .

* The job provides valued day to day duties that,
  constantly provide a challenge.

* I enjoy the challenges and rewards of my position.

* Despite the many frustrations it remains a
  challenge.

* The challenges to face, the obstacles to overcome.

* I enjoy the enormous challenge.

* I'm fairly new, but feel challenged. . .

One participant responded to this question in a rather humorous manner. He/she wrote, "I haven't been asked to go and no one else wants me! Seriously, there are lots of challenges."

Commitment

"Commitment" was the third most frequent answer to this question. The participants expressed the meaning of their commitments in a variety of ways. Several of the participants made reference to their commitment to the "field" and the "agency." One participant responded in this way, "I am committed to its [agency] purpose, role, and mission." Another stated "I have a strong philosophical commitment to human services." A third individual noted that ". . . also, I am committed to the field of human services."

Some of the participants reported that they plan to remain the CEO of their center because of their commitment to realize specific agency goals. One participant wrote, "We have made a commitment to convert from a sheltered work to supported employment and my commitment is to see the process through to a successful conclusion."

A second participant offered the following response:

> Currently I have been in the position for 2.5 years and have made a lot of changes and have done a considerable amount of long range planning, I want to be here to see the total implementation.

A third participant made this comment, "I want to initiate the next strategic 5 year plan for the organization."

There were a few participants that felt specifically committed to their "staff," "board," "clients," or other individuals involved directly with their center. One participant indicated that his/her primary interest was not to be the CEO, but intended to stay in the position for the the following reason:

> (my main interests are clinical rather than administrative) However, I also have a deep sense of loyalty to my staff and clients which makes leaving difficult when the day comes.

Diversity of Work

Other but less frequent responses provided by the participants for remaining the CEO of their center includes the following:

* It is ever changing, day to day, concept to concept
* It has the balance of program management and client contact that I need and want.
* The job has diverse duties, much opportunity for change
* I enjoy the mixture of my job

To Accomplish or Achieve

* There's still enough to accomplish and to be able to achieve. When programs are much more invaded by the state, I'll be gone.

* I have several goals to accomplish, primarily to stabilize program funding for the next several years.

Latitude

* . . .and offers me a chance to do things my own way.

* personal freedom

Remuneration

* Adequate pay

* For the rent, heat, food

* It also has remunerative rewards, although slight.

* Quite honestly, I plan to remain as the CEO primarily for financial reasons as this is the best paying job I could get while completing my requirements for licensure as a psychologist.

To Make a Difference

* I can make a difference

* The efforts that I give result in making the world a better place.

* Here, I feel I make a difference in the lives of clients and in the development of the program.

* My personal vocational vision is still compatible with agency direction and trust, I still have many ideas for improvement.

<u>Other Listed Reasons</u>

The following are various participant responses that are noteworthy, but do not fit into any of the other previously mentioned categories:

* Enjoy the power

* . . . truly believe the agency cares about those we serve.

* Right now, this is a good laboratory for me to learn and improve on my skills.

* Most natural for me to do.

* I've only been Exec. Dir. for 1.5 years and have not expanded my skills enough yet to qualify for any higher position.

* I enjoy the size of my agency.

* There is still a very creative realm left and more and more I find it is a route involving state agencies.

* It is a rewarding position and the size and scope of the agency is small enough to make indicated changes feasible.

* Supportive board of directors.

* I've only been in the job 2 months after 29 years in the public school system.

* I've been at it 22 years.

A couple of the participants wrote that they were undecided in regards to their intention of remaining the CEO of their center. Two participants reported that they did not intend to remain the CEO.

The Greatest Challenges

The fifth question in this section of the survey was:

The greatest challenges that CEO's of private,
non-profit vocational rehabilitation centers will face
in the 1990's are:

	Response Rate	Percent
Responded	64	91.4%
No Response	6	8.6%
Total	70	100.0%

Financial

As one might expect, the most frequent response to
this question was in some way related to the "financial"
challenges that CEO's of the vocational rehabilitation
centers and sheltered workshops will have to effectively
deal with in the 1990's. A significant number of
participants responded with the single term "funding" or
"financial." Others offered responses such as "financial
management," "the economy," "new funding sources,"
"alternate funding sources," "locating adequate funding
sources," "adequate reimbursement," "financial survival,"
and "doing more with less $." Some of the participant
responses made direct references to financial challenges as
a consequence of limited governmental funding support. The
following are examples of these responses:

* Financial support from DMR [Department of Mental
  Retardation] and others

* Getting a fair price for services from the state

* Financial funding from state, federal, local sources

* Reduced income from referral sources and changing demands of funding

* Maintain at least current service levels, with level of reduced funds from government.

* Decreased government funding coupled with increased demand for services.

* Coping with federal and state changes in funding to provide programs-$

One participant response indicated that the greatest challenge would be "securing financial resources through private, creative means." A second participant made a statement indicating that the challenge would be securing non-governmental funding. He/she wrote "To stand on their [vocational rehabilitation centers and sheltered workshops] own feet, as much as possible from governmental subsidy." Another participant concerned with dependency on government funding noted that the greatest challenge in the 1990's for the CEO "is ability to remain financially independent from state funding and develop profit making sectors."

Staff Recruitment and Retention

The second most frequent and consistent answer to this question was related to staff recruitment and maintenance. A typical participant response was "staffing" or "staff recruitment." Several of the participants expressed

concern for staff recruitment because of limited human and
financial resources. One participant stated that his/her
greatest challenge would be "finding, keeping, and
rewarding talented staff who are capable of selfless and
dedicated service." A second participant offered this
statement:

> Maintaining workers who are skilled and committed
> because salaries do not show any tendencies toward
> substantial increases and benefits which are
> competitive with the private sector, are too costly
> for non-profits.

A third participant felt the greatest challenge would
be staff recruitment and retention due to "loss of funding
from the state resources."

Change

"Change" was the third most frequently listed response
made by the participants. Their specific comments
regarding change includes the following:

* Adapting to change initiatives generated from
  government funding agencies that really don't care
  what the client needs are.

* Changing philosophies and knowledge that hit faster
  than the ability to change in a reasonable manner.

* Adapting to changing factors (demography, funding,
  etc.)

* Changes in rehabilitation philosophy

* Ability to adapt to change

There were some repeated comments made by the participants indicating that increasing or changing government regulations would be one of the greatest challenges for the CEO in the next decade. "Keeping up with changing government rules and regulations. . . ." was noted by one of the participants. A second participant made this remark, "Excessive and sometimes conflicting regulations and reporting systems from a variety of state agencies." Another participant wrote, "Survival vis-a-vis: that national shift to the right, the national debt, the inevitable swing of the economy (in general) and severe over-regulation." Similar comments were made by a considerable number of other participants.

Issues Regarding Present or Future Program Models

Analysis of responses to this question also revealed that many participants deemed issues regarding present or future program models would be a significant challenge in the new decade. Examples of these responses are noted below:

* To be innovative, regarding new delivery models, at no cost to government

* Maintaining programmatic flexibility and innovation though I firmly believe in supported employment, I am realistic enough to recognize that any major shift in the unemployment rate/national economy can drastically alter the service provision picture.

* Reorganization and readjusting to rigid service models which are now being superimposed by bureaucrats who have little insight into the needs of individual clients.

* Conversion. The business reality of a sheltered workshop is an enormous obstacle to change towards community-based services that are not income producing.

* Maintaining integrity of our program for vendor pressure to "homogenize" all programs.

* Narrowing of the definition of the program-state pressure not to offer long term services.

* Adjustment to supported work while maintaining sheltered employment opportunities for those who still need it.

* Innovative delivery models.

* Change to integrative opportunities for clients.

* To preserve/survive/and remain forceful in service ventures.

Other Perceived Challenges

Participant responses that were only listed once but but deemed interesting and relevant by the researcher are listed below:

* To keep human services as pure as possible in a diverse political and ever changing economic climate.

* Dealing with unions.

* Taking advantage of technology

* Ongoing P.R. issue of having legislature/public understand what we do.

* Reduced referrals due to the decrease in population 10 to 15 years ago.

* Programmatic realism vs. academic/intellectual rhetoric.

* Maintaining the rights of private agencies to remain private without governmental interference which is crushing creativity and management ability.

Summary

The participants of this study were asked to provide written answers to five (5) open-ended questions related to their role perception as the chief executive officer of private, non-profit vocational rehabilitation centers. This method of data collection afforded them the opportunity to freely express and expound upon feelings and opinions that may not have been indicated by the thirty-five (35) Likert-type statements presented in the first section of the questionnaire. The data derived from the questions were analyzed and presented in this chapter.

The majority of the participants responded to each of the questions. Many of the responses were written in a list type format, although some participants chose to write short statements or paragraphs. There were also a considerable number of participants that used both methods to respond to the questions.

Patterns and themes that emerged from the responses
were identified and discussed. The following is a summary
of the data presented in this chapter:

1. Skills Necessary for CEO Success
   * Communication Skills
   * Financial Management Skills
   * Interpersonal Skills
   * Personnel Management Skills
   * Problem Solving Skills
   * Leadership Skills
   * Organizational Skills
   * Planning Skills
   * Other Skill Areas

2. Personality Attributes Necessary for CEO Success
   * Flexibility
   * Personable
   * Firm and Strong
   * Self-Control
   * Other Listed Personality Attributes

3. Training to Enhance CEO Job Performance
   * Financial Management
   * Personnel Management
   * Computer Knowledge and Training

* Fund Raising

* Other Listed Training Needs

4. Plan to Remain the CEO

   * Enjoy the Job/Work/Relationships

   * The Challenges

   * Commitment

   * Diversity of Work

   * To Accomplish or Achieve

   * Latitude

   * Remuneration

   * To Make a Difference

   * Other Listed Reasons

5. The Greatest Challenges

   * Financial

   * Staff Recruitment and Retention

   * Change

   * Issues Regarding Present or Future Program
     Models

   * Other Perceived Challenges

C H A P T E R   VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Vocational rehabilitation centers in this nation have been offering sheltered workshop services to people with disabilities for over a century. The sheltered workshop may be described as a community-based facility that provides short and long term training and employment services to disabled persons deemed not ready or able to enter the competitive employment market. The workshop may also provide an array of professional rehabilitation services such as vocational evaluation, personal and work adjustment counseling, socialization training, and instruction in the area of daily living. The goal of the workshop is to assist the disabled individual in reaching his/her highest level of community living and employment.

In recent years, there has been increasing concern among professionals in the vocational rehabilitation and other human services fields regarding the appropriateness and effectiveness of sheltered workshops as community employment training models. Negative criticism directed towards sheltered workshops includes such issues as limited

or sporadic availability of subcontract work, very low subminimum wages, limited diversity of work, and inadequate opportunities for people with disabilities to interact with people without disabilities in social or work situations. Many even advocate a major reduction or the elimination of workshops.

As an alternative to sheltered workshops, there has been an increase of other innovative community-based employment training and placement models. They have been developed to offer disabled individuals more viable and integrative alternatives to sheltered workshop placement. Commonly referred to as "supported employment," these alternatives include transitional employment programs, work stations in industry, sheltered enclaves, and supported work models of competitive employment. These programs offer vocational assessments, training, and employment services, but they are provided in actual business and industrial work settings. In addition to operating in actual competitive work environments, these supported work models are considered favorable alternatives to sheltered workshops by many human service professionals, advocacy groups, and consumers of services because of greater, more consistent and varied opportunities for integrative social and work experiences, higher wages, and increased potential for competitive job placements. The government funding support is shifting from sheltered type programs to programs

situated in competitive work environments. However, it should be recognized that there are those that support the availability of sheltered workshop and supported employment program models.

Chief executive officers (CEO's) of private, non-profit vocational rehabilitation centers recognize and understand the potential programmatic, economic, and client advantages of these innovative employment training and placement models based in real business and industrial environments. They must consider the adoption of any program that may increase the chances of better employment opportunities and a higher quality of life for people with disabilities. However, this major program transition places the CEO in a very difficult and stressful position. They must skillfully and effectively handle various questions, issues, and concerns of funding agencies, board of directors, staff, clients, and other constituencies. Any dramatic change can significantly effect the thoughts and feelings of a person. Thoughts and feelings will determine how a person behaves.

As the top executive in the organization, the CEO has the influence, power, and authority to make decisions that will effect the lives of his/her staff, clients, and ultimately the success of the organization. Therefore, it seems important to study the thoughts and feelings of the

CEO and understand how they may impact on his/her role perception and behavior.

The purpose of this study was to identify the perceptions that chief executive officers of private, non-profit vocational rehabilitation centers have regarding various aspects of their role during a period of major programmatic change.

There were two components of this study. The first consisted of a case study involving three chief executive officers of private, non-profit vocational rehabilitation centers to identify specific role issues and concerns of importance to them. The second part was a survey of chief executive officers in the states of Massachusetts and Connecticut registered with the U.S. Department of Labor (DOL) and listed in the DOL Sheltered Workshop Public Directory. The content of the questionnaire was based on the findings of the case study.

The case study involved in-depth, unstructured interviews of three carefully selected chief executive officers of private, non-profit vocational rehabilitation centers. An interview guide was developed by the researcher and utilized during the interview sessions. The researcher tape recorded each interview and also wrote field notes. Transcriptions of the recorded interviews and the field notes were used in the data analysis process.

The data were analyzed by employing inductive content
analysis. As a result, a distinct pattern of six issues
and concerns of importance to the CEO's related to their
role perception were identified. Several other relevant
feelings and opinions of importance to the participants
were also revealed.

The major issues and concerns and other important
feelings and opinions that emerged from the case study were
presented to the CEO's interviewed for their feedback and
suggestions for modification. They deemed the issues and
concerns and other feelings and opinions as relevant and
accurate and made no suggestions for modification.

Questions that were developed and used in a
questionnaire and mailed to CEO's of private, non-profit
vocational rehabilitation centers in the states of
Massachusetts and Connecticut were based on the major
issues and concerns and other important feelings and
opinions identified in the case study. The questionnaire
was pretested by selected CEO's of private, non-profit
vocational rehabilitation centers in the just mentioned two
New England states and minor modifications were made.

The questionnaire used in this study contained two
components. The first consisted of thirty-five (35)
Likert-type statements in which the participants were asked
to indicate the degree to which they agreed or disagreed

with each statement. Five (5) open-ended questions were
presented in the second part in which the participants were
instructed to write their responses.

The Massachusetts Rehabilitation Association and
Connecticut Rehabilitation Association provided letters of
endorsement for this study. Copies of these letters were
mailed with the questionnaires to one-hundred and seven
(107) chief executive officers of private, non-profit
vocational rehabilitation centers registered with the U.S.
Department of Labor (DOL) and listed in the DOL Sheltered
Workshop Public Directory. The questionnaires were sent to
seventy-four (74) CEO's in Massachusetts and thirty-three
(33) in Connecticut during the months of November and
December 1988. Forty-nine (49) of the Massachusetts and
twenty-one (21) of the Connecticut participants completed
and returned the questionnaire. This represents a
sixty-five and four tenths percent (65.4%) return rate.

The design of the study is supported by the literature
review related to research methodology. This study
employed a combination of qualitative and quantitative
research methodologies to gather the data. The researcher
utilized qualitative methodologies for the case study part
of this study. The survey component of this study involved
both quantitative (thirty-five Likert-type statements) and
qualitative (five open-ended questions) methodologies to

to collect data concerned with the role issues of the CEO's.

Review of the literature provided an historical perspective relative to the early status and treatment of disabled people. The early models of vocational rehabilitation were discussed and a description of the genesis of various private, non-profit vocational rehabilitation agencies were also provided. Public programs for vocational rehabilitation were also discussed. In-depth information on the history, development, and concerns of sheltered workshops was provided. Some new programs alternatives in vocational rehabilitation were identified and presented.

The role of the chief executive officer of private, non-profit vocational rehabilitation centers was discussed in the review of the literature. However, there seems to be a dearth of information as it relates to this special group of individuals.

The significance of this study is the insight it provides into the thoughts, feelings, and role perceptions of the chief executive officers of the private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut during a period of a major programmatic change.

Conclusions

The following are conclusions based on the data presented in this study. Each conclusion refers to chief executive officers (CEO's) of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut registered with the U.S. Department of Labor and listed in the Sheltered Workshop Public Directory.

1. Chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut strongly believe that change will always be a major challenge for a CEO, that they are adequately prepared to deal with change, and that a CEO must have an above average ability to identify and adapt to change.

2. Chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut believe that sheltered workshops will always be a viable training and employment option for some people with disabilities and that a continuum of vocational rehabilitation services should be available to disabled persons.

3. Chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut generally agree that the financial aspect of their job is very difficult.

4. Chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut believe that the funding agency(ies) has imposed a significant amount of "pressure" on their centers to develop programs in business and industrial situations (supported employment).

5. Chief executive officers of private, non-profit vocational rehabilitation centers in the states of Massachusetts and Connecticut believe it is difficult to attract and retain qualified staff because of the limited salaries their centers are able to offer. These executives also agree that there is serious competition in the recruitment of qualified staff among the private, non-profit vocational rehabilitation centers in their states.

6. Chief executive officers of private, non-profit vocational rehabilitation centers in the states of

Massachusetts and Connecticut believe that their
families understand and accept the demands of
their job.

7. Chief executive officers of private, non-profit
    vocational rehabilitation centers in the states of
    Massachusetts and Connecticut find the diversity
    of their work appealing. They also enjoy the
    power and authority of their position.

8. Chief executive officers of private, non-profit
    vocational rehabilitation centers in the states of
    Massachusetts and Connecticut believe that their
    work has had a significant impact on improving the
    quality of life of the clients their centers
    serve, and that they receive adequate recognition
    for their work accomplishments.

9. Chief executive officers of private, non-profit
    vocational rehabilitation centers in the states of
    Massachusetts and Connecticut believe that a CEO
    must have an above average energy level and that
    the job is often emotionally draining.

10. Chief executive officers of private, non-profit
    vocational rehabilitation centers in the states of

Massachusetts and Connecticut believe that their
academic backgrounds are adequate for the chief
executive role. They also believe that their
previous job experience(s) adequately prepared
them for their CEO job position.

11. Chief Executive Officers of private, non-profit
vocational rehabilitation centers in the states of
Massachusetts and Connecticut believe that the CEO
position was an appropriate job choice for them.

Recommendations

The following are recommendations for future study.

1. It is recommended that a study be conducted to
investigate the role perception of chief executive
officers of private, non-profit vocational
rehabilitation centers in the New England states
of New Hampshire, Vermont, Rhode Island, and
Maine.

2. It is recommended that a study be conducted to
investigate the role perceptions of other key
management staff of private, non-profit vocational
rehabilitation centers. e.g., Director of
Vocational Rehabilitation Services.

3. It is recommended that a study be conducted to
    to identify and examine the financial management
    issues and problems experienced by chief executive
    officers of private, non-profit vocational
    rehabilitation centers and how they have dealt
    with them.

4. It is recommended that a study be conducted to
    identify and examine personnel management issues
    and problems experienced by chief executive
    officers of private, non-profit vocational
    rehabilitation centers and how they have dealt
    with them.

5. It is recommended that this study be repeated in
    five (5) years for the following reasons:

    1. It is likely that the number of private,
        non-profit vocational rehabilitation centers
        registered with the U.S. Department of Labor
        will have changed significantly.

    2. It is likely that there will be more
        significant programmatic changes.

3. There may be political, economic, social, and programmatic changes that will have a significant impact on the role perception of chief executive officers of private, non-profit vocational rehabilitation centers.

APPENDIX   A

The Case Study Interview Guide

INTERVIEW GUIDE

1.   How would you describe your feelings about your job?
     What aspects do you enjoy the most, the least, and
     why?

2.   Why did you want to become the chief executive officer
     of your organization? Have you been able to satisfy
     your vocational wants and needs? For those that have not
     been satisfied, what have been the obstacles?

3.   What have been your greatest challenges during your
     tenure? How did you deal with them? What challenges
     do you anticipate confronting in the future?

4.   What are your greatest worries or concerns about your
     job?

5.   What are the things that frustrate you the most about
     your job? (Probe for the sources of these frustrations)

6.   What significant changes have taken place since your
     tenure as chief executive officer? How do you feel
     about these changes?

7.   Do you think your job has had any impact on your health,
     family   relationships,   or   various   other   social
     relationships?

8.   How do you think you are perceived by your staff, peers,
     board   of   directors,   and   other   agency   (funding)
     administrators?

9.   What   skills   and   personality   attributes   should   an
     individual possess in order to become a successful CEO in
     a private non-profit vocational rehabilitation agency?

10. What advice would you give to a man or woman aspiring to
     become a chief executive officer of a non-profit
     vocational rehabilitation center?

11. What do you see for you in the future as the chief
     executive officer?

12. Are   there   any questions that you think I   should   have
     asked? Would you like to make any additional comments or
     closing statements?

APPENDIX   B

Massachusetts Rehabilitation Association
Letter of Endorsement

November 11, 1988

Dear Chief Executive:

The Executive Board of the Massachusetts Rehabilitation Association
is endorsing a study being conducted by David Brown, Director of
Business Planning and Development of the Connecticut Operations of
Goodwill Industries of the Springfield/Hartford Area, Inc. His
study will focus on the "Role Perception of Chief Executive Officers
of Private Non-Profit Vocational Rehabilitation Centers."

MRA is interested in supporting this investigation because it should
provide information that will enhance our understanding of how Chief
Executive's think and feel about their role during a period of major
programmatic change. This data will be made available to MRA and to
the Membership.

I am asking you to participate in this very important study by
completing the attached survey questionnaire.

Thank you for you interest and cooperation.

Sincerely,

William S. Howe, C.V.E.
President
MRA/MRCA
17 Michigan Rd.
Worcester, MA. 01606.
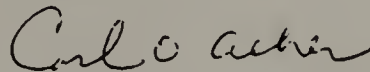(508) 853-6168

APPENDIX C

Connecticut Rehabilitation Association
Letter of Endorsement

November 2nd 1988

Dear Chief Executive:

The executive board of the Connecticut Rehabilitation Association
is supporting the study being conducted by David Brown, the current
Director of Business Planning and Development for Springfield/
Goodwill Industries. His study will focus on the "Role Perceptions of
Chief Executive Officers of private non-profit vocational
rehabilitation centers". CRA is interested in supporting this
investigation because it will increase understanding of CEO's
perceptions during a period of major programatic change. The
data will be made available to interested CRA members. I would
urge you to complete the attached survey questionnaire so that
your perceptions and concerns are heard by the leaders in the
field currently influencing the changes that effect us all.

Sincerely,

Carl Acker
President, Connecticut Reheb. Association
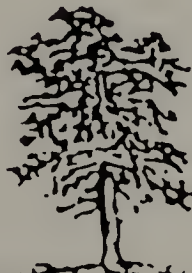
P.O. Box 3173   Hartford, Connecticut 06103-0173

APPENDIX   D

The Survey Questionnaire

Role Perception of Chief Executive Officers
of Private Non-Profit
Vocational Rehabilitation Centers

DIRECTIONS

The purpose of this survey is to determine how chief executive officers of private, non-profit vocational rehabilitation centers think and feel about various aspects of their job. Chief executive officers from the states of Massachusetts and Connecticut are being asked to complete this survey. Participants will remain anonymous.

In the following section, there are 35 statements and it is your task to indicate the extent to which you agree or disagree by circling only one out of five responses provided. The five possible responses are the following: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Circle the response that comes to mind most immediately after reading each statement.

This is not a test so there are no right or wrong answers. Do not write your name or any other identifying marks on this survey form, but please remember to respond to all statements.

Examples are provided below:

STATEMENTS   RESPONSES

1. I feel that being satisfied most of   (SA)   A   U   D   SD
   the time with my job is important.

2. Job security is important to me.   SA   A   U   (D)   SD

In the examples above, the respondent strongly agrees with statement no. 1 and disagrees with statement no. 2.

Please send your completed survey in the enclosed stamped, self-addressed envelope by December 2, 1988 to:

David F. Brown, Director
Business Planning and Development
Goodwill Industries of the Springfield/
Hartford Area, Inc.
3580 Main Street
Hartford, Connecticut   06120
(203) 278-5890

STATEMENT	RESPONSES

1. The diversity of my work makes this job appealing.　　SA　A　U　D　SD

2. I receive adequate recognition for the accomplishments of my work.　　SA　A　U　D　SD

3. My family understands and accepts the demands of my job.　　SA　A　U　D　SD

4. Change will always be a major challenge for a CEO.　　SA　A　U　D　SD

5. Sheltered workshops will always be a viable training and employment option for some people with disabilities.　　SA　A　U　D　SD

6. The financial management aspect of this job is very difficult.　　SA　A　U　D　SD

7. In general, the state funding (referral) agency(ies) is supportive of my efforts to provide programs and services to people with disabilities.　　SA　A　U　D　SD

8. Recruiting qualified staff is one of my major concerns.　　SA　A　U　D　SD

9. It is difficult to attract and retain qualified staff because of the salaries my center is able to offer.　　SA　A　U　D　SD

10. This job has had a positive impact on my family life.　　SA　A　U　D　SD

11. As a consequence of this job, I have had very little time to socialize.　　SA　A　U　D　SD

12. I enjoy the power of the CEO position.　　SA　A　U　D　SD

13. I find the political pressures of this job to be very stressful.　　SA　A　U　D　SD

14. A CEO must have an above average ability to identify and adapt to change.　　SA　A　U　D　SD

15.	Cash flow always seems to be a constant problem that I must deal with.	SA	A	U	D	SD
16.	My salary is commensurate to my responsibilities.	SA	A	U	D	SD
17.	This job is often emotionally draining.	SA	A	U	D	SD
18.	My academic background is adequate for the role of executive director.	SA	A	U	D	SD
19.	My work has had a significant impact on improving the quality of life of the clients my center serves.	SA	A	U	D	SD
20.	Excessive regulations of the government funding agency(ies) has had a significant negative impact on the control I have in managing my center.	SA	A	U	D	SD
21.	My previous job experience(s) adequately prepared me for the role of the executive director.	SA	A	U	D	SD
22.	Others often do not understand the reasons for my actions.	SA	A	U	D	SD
23.	The state funding agency(ies) has imposed a significant amount of "pressure" on my center to develop programs in business and industrial situations (supported employment).	SA	A	U	D	SD
24.	Change is so rapid at times I find it difficult to deal with.	SA	A	U	D	SD
25.	I believe that there should be a continuum of vocational rehabilitation services available to people with disabilities.	SA	A	U	D	SD
26.	The state funding agency(ies) provides reasonable financial support to my center for programs and services.	SA	A	U	D	SD

237

27. Keeping qualified staff is a major
    concern that I have.   SA   A   U   D   SD

28. There is serious competition in   SA   A   U   D   SD
    the recruitment of qualified staff
    among private, non-profit vocational
    rehabilitation centers.

29. I often feel bad that the time   SA   A   U   D   SD
    demands of my job imposes on my
    family time.

30. The time demands of this job are   SA   A   U   D   SD
    so consuming that I have little
    time for avocational interests.

31. I enjoy the authority of the CEO   SA   A   U   D   SD
    position.

32. A CEO must have an above average   SA   A   U   D   SD
    energy level.

33. I often feel that I am expected   SA   A   U   D   SD
    to do more than what is humanly
    possible in this position.

34. I am adequately prepared to deal   SA   A   U   D   SD
    with the challenges that change
    may present.

35. I feel that the CEO position   SA   A   U   D   SD
    was the appropriate job choice
    for me.

-PLEASE CONTINUE ON THE NEXT PAGE-

238

DIRECTIONS

Please write answers to the following questions. If you need more space use the back of this paper or another sheet of paper.

1. To become a successful CEO, an individual must possess the following skills:

2. A successful CEO must possess the following personality attributes:

3. What areas of training do you feel you could benefit from to enhance your job performance?

4. I plan to remain the CEO of my center because:

5. The greatest challenges that CEO's of private, non-profit vocational rehabilitation centers will face in the 1990's are:

-PLEASE CONTINUE ON THE NEXT PAGE-

DIRECTIONS

Please answer all of the following questions. The information will be used to describe the participants of this study.

1.   Age at last birthday? _____

2.   Sex? (Please check one) _____Male _____Female

3.   Marital Status? (Please check one)

      _____Married _____Divorced _____Separated _____Widowed

      _____Never Married

4.   Please list college degree(s) that you have earned and your major(s)._____

      _____

5.   Number of disabled individuals that your center is currently serving in a sheltered workshop type program:_____

6.   Number of disabled individuals that your center is currently serving in a program situated in an actual business or industrial setting (supported employment type program):_____

7.   Your center's budget for the current fiscal year_____

8.   How long has your center had supported employment type programs? _____years _____months

9.   Number of staff: _____Full-Time _____Part-Time

10.   Number of years in current CEO position _____

11.   Number of years worked in vocational rehabilitation field____

12.   Current salary _____

13.   Please check one _____Disabled _____Non-Disabled

14.   Location of vocational rehabilitation center (please check):
      _____Massachusetts _____Connecticut

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY!

Please send survey to: David F. Brown, Director
                       Business Planning & Development
                       Goodwill Industries of the
                       Springfield/Hartford Area, Inc.
                       3580 Main Street
                       Hartford, Connecticut   06120

APPENDIX E

Cover Letter Mailed to Chief Executive Officers

December 20, 1988

Dear Chief Executive:

Several weeks ago you should have received a letter from Carl Acker, President of the Connecticut Rehabilitation Association, asking you to participate in a study that I am conducting regarding the "Role Perception of Chief Executive Officers of Private, Non-Profit Vocational Rehabilitation Centers." A questionnaire was attached for you to complete and return in a stamped, self-addressed envelope that was also enclosed.

I am pleased to report that many of the questionnaires have been returned and the data analysis phase of this study will begin soon. However, before I proceed with the data analysis, I would like to make certain that each executive asked to participate in this study has had ample time to complete and return the questionnaire.

If you haven't already, would you <u>please</u> take just a few minutes to complete the questionnaire and return it to me in the enclosed stamped, self-addressed envelope by <u>January 6, 1989</u>. I have attached the same questionnaire that was originally sent to you for your convenience.

Your completed questionnaire would be an extra special gift that could make this researcher's holiday <u>much</u> <u>brighter</u> <u>and</u> <u>happier</u> <u>than</u> <u>ever</u> <u>before</u>!!!

I would like to wish you and your family a very healthy and happy holiday season.

Thank you for your interest and participation.

Sincerely,

David F. Brown, Director
Business Planning and
Development
Goodwill Industries of the
Springfield/Hartford Area
(203) 278-5890

242

REFERENCES

Allan, W.S. (1958). Rehabilitation: A community challenge. New York: John Wiley & Sons.

Ary, D., Jacobs, L.C., & Razavieh, A. (1972). Introduction to research in education. New York: Holt, Rinehart, and Winston.

Baker, F.M., Baker, R.J., & McDaniel, R.S. (1975). Denormalizing practices in rehabilitation facilities. Rehabilitation Literature, 36, 112-115.

Barr, A.S., Davis, R.A., & Johnson, P.O. (1953). Educational research and appraisal. Chicago: J.B. Lippincott.

Bellamy, G.T., Rhodes, L.E., & Albin, J.M. (1986). Supported employment. In W.E. Kiernan & J.A. Stark (Eds.), Pathways to employment for adults with developmental disabilities (pp. 129-138). Baltimore: Paul H. Brookes.

Bellamy, G.T., Rhodes, L.E., Bourbeau, P.E., & Mank, D.M. (1986). Mental retardation services in sheltered workshops and day activity programs: Consumer benefits and policy alternatives. In F.R. Rusch (Ed.), Competitive employment: Issues and strategies (pp. 257-271). Baltimore: Paul H. Brookes.

Best, J.W. (1981). Research in education (4th ed.). New Jersy: Prentice-Hall.

Bitter, J.A. (1979). Introduction to rehabilitation. St. Louis: C.V. Mosby.

Bogdan, R. & Taylor, S.J. (1975). Introduction to qualitative methods. New York: John Wiley & Sons.

Bolton, B. (1982). Vocational adjustment and rehabilitation. In B. Bolton (Ed.), Vocational adjustment of disabled persons (pp. 1-20). Baltimore: University Park Press.

Booth, W. (1891). In darkest England and the way out. New York: Funk & Wagnalls.

Borg, W.R. (1963). Educational research methods: An introduction. New York: David McKay Company.

Borg, W.R. (1981). Applying educational research: A practical guide for teachers. New York: Longman.

Borg, W.R. & Gall, M.D. (1983). <u>Educational research: An introduction</u> (4th ed.). New York: Longman.

Braddock, D. & Heller, T. (1985). The closure of mental retardation institutions: Trends in the United States. <u>Mental Retardation</u>, <u>23</u>, 168-176.

Burgess, R.G. (1985). (Ed.). <u>Field methods in the study of education</u>. Philadelphia: Falmer Press.

Calli, A.P. & Smith, M.L. (1975) Extended employment. In J.G. Cull & R.E. Hardy (Eds.), <u>Services of the rehabilitation facility</u> (pp. 160-168). Illinois: Charles C. Thomas.

Campbell, J.F. (1984). An industrially integrated model versus the sheltered workshop in the vocational rehabilitation of mentally-disabled persons (Doctoral dissertation, University of Massachusetts, 1984). <u>Dissertation Abstracts International</u>, 45, 1735B.

Chamber of Commerce. <u>Analysis of workmen's compensation laws</u>. Washington, D.C.: 1973.

Cheit, E.F. (1961). <u>Injury and recovery in the course of employment</u>. New York: John Wiley & Sons.

Chesham, S. (1965). <u>Born to battle: The Salvation Army in America</u>. Chicago: Rand-McNally.

Conley, R.W. (1965). <u>The economics of vocational rehabilitation</u>. Baltimore: John Hopkins Press.

Cull, J.G. & Hardy, R.E. (Eds.). (1974). <u>Administrative techniques of rehabilitation facility operations</u>. Illinois: Charles C. Thomas.

Dean, R.J.N. (1972). <u>New life for millions: Rehabilitation for America's disabled</u>. New York: Hastings House.

DuVall, C.R. (1973). The descriptive or normative survey method. In R.H. Jones (Ed.), <u>Methods and techniques of educational research</u> (pp. 139-148). Illinois: Interstate Printer & Publisher.

Entwistle, N.J. & Nisbet, J.D. (1972). <u>Educational research in action</u>. London: Hodder and Stoughton.

Garner, R.E., Lacy, G.H., & Creasy, R.F. (1972). Workshops-why, what, whither? <u>Mental Retardation</u>, 25-27.

Gashel, J. (1987, January). Fair Labor Standard Amendments open new doors for shop workers. The Braille Monitor, pp. 35-38.

Gellman, W. (1971). The future development of vocational adjustment programs and workshops, Rehabilitation Literature, 32, 108-113.

Gellman, W. (1973). Fundamentals of rehabilitation. In J.F. Garrett and E.S. Levine (Eds.), Rehabilitation practices with the physically disabled (pp. 3-39). New York: Columbia University Press.

Goldenson, R.M. (1978). The sheltered workshop. In R.M. Goldenson, J.R. Dunham, C.S. Dunham, (Eds.), Disability and rehabilitation handbook (pp. 88-100). New York: McGraw-Hill.

Good, C.V. (1963). Introduction to educational research (2nd ed.). New York: Appleton-Century-Crofts.

Good, C.V. (1965). The methodology of educational research and scholarship. In E.W. Courtney (Ed.), Applied research in education (pp. 164-171). New Jersy: Littlefield, Adams & Co.

Good, C.V. (1972). Essentials of educational research: Methodology and design (2nd ed.). New Jersy: Prentice-Hall.

Goode, W.J. & Hatt, P.K. (1952). Methods in social research: Methodology and design. New Jersey: Prentice-Hall.

Greenleigh Associates, Inc. The role of the sheltered workshops in the rehabilitation of the severely handicapped. Washington, D.C., 1975.

Hillway, T. (1969). Handbook of educational research: A guide to methods and materials. Boston: Houghton Mifflin.

International Labor Organisation. (1984). Employment of disabled persons: Manual on selective placement. Geneva, Switzerland: Author.

Jick, T.D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. Administrative Science Quarterly, 24, 602-611.

Kessler, H.H. (1950). The principles and practices of rehabilitation. Philadelphia: Lea & Febiger.

Kiernan, W.E., McGaughey, M.J., & Shalock, R.L. (1986) Employment survey for adults with developmental disabilities: A national survey. Boston: Author.

Kiernan, W.E. & Stark, J.A. (Eds.). (1986). Pathways to employment for adults with developmental disabilities. Baltimore: Paul H. Brookes.

Laski, F. & Shoultz, B. (1987, October). Supported employment: What about those in medicaid-funded day treatment and day activity centers? TASH Newsletter, p. 5.

Lassiter, R.A. (1972). History of the rehabilitation movement in America. In J.G. Cull & R.E. Hardy (Eds.) Vocational rehabilitation: Profession and process (pp. 5-58). Illinois: Charles C. Thomas.

LaVor, M.L. & Duncan, J.C. (1974). Law review: Rehabilitation Act of 1973, P.L. 93-112. Exceptional Children, 40, 443-449.

Levitan, S.A. & Taggart, R. (1977). Jobs for the disabled. Baltimore: John Hopkins University Press.

Levitan, S.A. & Taggart, R. (1982). Rehabilitation, employment, and the disabled. In J. Rubin (Ed.), Alternatives in rehabilitating the handicapped: A policy analysis (pp. 89-149). New York: Human Sciences Press.

Lewin, S.S., Ranseur, J.H., & Sink, J.M. (1985). The role of private rehabilitation: Founder, catalyst, competitor. In T.F. Riggar & J.R. Lorenz (Eds.), Readings in rehabilitation administration (pp. 44-53). Albany: State University of New York Press.

Lewis, J.F. (1977). Goodwill: For the love of people. Washington, D.C.: Goodwill Industries of America.

Lofland, J. (1971). Analyzing social settings. Belmont: Wadsworth Publishing.

Logan, J.E. (1972). An analysis of workmen's compensation: South Carolina and the United States. South Carolina: Bureau of Business and Economic Research in the College of Business Administration at the University of South Carolina.

Mank, D.M., Rhodes, L.E., & Bellamy, G.T. (1986) Four supported employment alternatives. In W.E. Kiernan & J.A. Stark (Eds.), Pathways to employment for adults with developmental disabilities (pp. 139-153). Baltimore: Paul H. Brookes.

McAshan, H.H. (1963). Elements of educational research. New York: McGraw-Hill.

McGowan, J.F. (1967). An introduction to the vocational rehabilitation process. U.S. Department of Health, Education, and Welfare.

McGrath, J.H. (1970). Research methods and designs for education. Pennsylvania: International Textbook.

Miles, M.B. & Huberman, A.M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills: Sage.

Mitra, S.B. (1980). Deinstitutionalization of mentally retarded people: Key trends and patterns. Baltimore, MD: Coppin State College, Department of Rehabilitation Education. (ERIC Document Reproduction Service No. ED 218 877)

Mouly, G.J. (1970). The science of educational research (2nd ed.). New York: D. Van Nostrand.

Nadolsky, J.M. (1985). The evolution of rehabilitation in a service society. Journal of Rehabilitation, 51, (3), 7-12.

Nelson, N. (1971). Workshops for the handicapped in the United States: An historical and developmental perspective. Illinois: Charles C. Thomas.

Nisbet, J.D. & Entwistle, N.J. (1970). Educational research methods. New York: American Elsevier Publishing.

Obermann, C.E. (1965). A history of vocational rehabilitation in America. Minneapolis: Denison & Company.

O'Connell, D.J. (1984). Role perception of superintendents of public residential facilities for the retarded: A national study (Doctoral Dissertation, University of Massachusetts, 1984). Dissertation Abstracts International, 45, 1599A.

Patton, M.Q. (1980). Qualitative evaluation methods. Beverly Hills: Sage.

Peters II, J.S. (1968). A guide to vocational rehabilitation. Connecticut: Orthohabilitation Publications.

Power, P.W. & Marinelli, R.P. (1974). Normalization and the sheltered workshop: A review and proposals for change. Rehabilitation Literature, 35, 66-72.

Revell, G.W., Wehman, P., & Arnold, S. (1984) Supported work model of competitive employment for persons with mental retardation: Implications for rehabilitation services. Journal of Rehabilitation, 50, 33-39.

Riggar, T.F. & Lorenz, J.R. (1985). Personnel concerns. In T.F. Riggar & J.R. Lorenz (Eds.), Readings in rehabilitation administration (pp. 112-113). Albany: State University of New York Press.

Rubin, S.E. & Roessler, R.T. (1983). Foundations of the vocational rehabilitation process (2nd ed.) Baltimore: University Park Press.

Rummel, J.F. (1958). An introduction to research procedures in education. New York: Harper & Brothers.

Rusch, F.R. (Ed.). (1986). Competitive employment: Issues and strategies. Baltimore: Paul H. Brookes.

Safilios-Rothchild, C. (1970). The sociology and social psychology of disability and rehabilitation. New York: Random-House.

Sieber, S.D. (1973). The integration of fieldwork and survey methods. American Journal of Sociology, 78, 1335-1359.

Sieber, S.D. (1982). The integration of fieldwork and survey methods. In R.G. Burgess (Ed.), Field research: A sourcebook and field manual (pp. 176-188). London: George Allen & Unwin.

Sowers, J., Thompson, L.E., & Connis, R.T. (1979) The food service vocational training program: A model for training and placement of the mentally retarded. In G.T. Bellamy, G. O'Connor, & O.C. Karan (Eds.), Vocational rehabilitation of severely handicapped persons (pp. 181-205). Baltimore: University Park Press.

Suazo, A.C. (1967). Sheltered workshops and planning. In M. Berkowitz (Ed.), Estimating rehabilitation needs: A conference on planning for vocational rehabilitation (pp. 97-101). New Jersey: Bureau of Economic Research-Rutgers.

Sudman, S. & Bradburn, N.M. (1986). Asking questions: a practical guide to questionnaire design. San Francisco: Jossey-Bass.

Switzer, M.E. (1969). Legislative contributions. In D. Malikin & H. Rusalem (Eds.), Vocational rehabilitation of the disabled: An overview (pp. 39-55). New York: New York University Press.

Taylor, S.J., Racino, J., & Luffiyya, Z. (1986). The nonrestrictive environment: A resource manual on community integration for people with the most severe disabilities (Contract No. 300-85-0076). Syracuse, N.Y.: Syracuse University, Center On Human Policy. (ERIC Document Reproduction Service No. ED 270 932)

Travers, R.M.W. (1969). An introduction to educational research (3rd ed.). New York: MacMillan.

Trow, M. (1963). Survey research in educational administration. In J.A. Culbertson & S.P. Hencley (Eds.), Educational research: New perspectives (pp. 249-263). Illinois: Interstate Printer & Publishers.

U.S. Department of Education. (1980). Summary of existing legislation relating to the handicapped (Publication No. E-80-22014). Washington, D.C.: U.S. Government Printing Office.

U.S. Department of Education, Office of Special Education and Rehabilitation Services 34 CFR Part 363, The state supported employment services program; final regulations. Federal Register (14 August 1987), 52, 157.

U.S. Department of Labor. Sheltered workshop study. Vol. I and Vol. II. study of handicapped clients in sheltered workshops, 1977 and 1979.

Van Dalen, D.B. (1962). Understanding educational research: An introduction. New York: McGraw-Hill.

Vogelsberg, R.T. (1986). Competitive employment in Vermont. In F.R. Rusch (Ed.), Competitive employment: Issues and strategies (pp. 35-49). Baltimore: Paul H. Brookes.

Wehman, P., Kregel, J., & Barcus, J.M. (1985). From school to work: A vocational transition model for handicapped students. Exceptional Children, 52, (1), 25-37.

Weiss, J.W. (1986). The management of change: Administrative logics and actions. New York: Praeger.

Whitehead, C.W. (1979). Sheltered workshops in the decade ahead: Work and wages, or welfare. In G.T. Bellamy, G. O'Connor, & O.C. Karan (Eds.), Vocational rehabilitation of severely handicapped persons (pp. 71-84). Baltimore: University Park Press.

Wiersma, W. (1985). Research methods in education: An introduction. Boston: Allyn and Bacon.

Wise, J.E., Nordberg, R.B., & Reitz, D.J. (1967). Methods of research in education. Boston: D.C. Heath and Company.

Wolfensberger, W. (1980). The definition of normalization: Update, problems, disagreements and misunderstandings. In R.J. Flynn & K.E. Nitsch (Eds.), Normalization, social integration, and community services (pp. 71-115). Baltimore: University Park Press.

Wolfensberger, W. (1980a). A brief overview of the principle of normalization. In R.J. Flynn & K.E. Nitsch (Eds.), Normalization, social integration, and community services (7-30). Baltimore: University Park Press.

Yin, R.K. (1984). Case study research: Designs and methods. Beverly Hills: Sage.